

**EFFECTIVENESS OF MIND MAPPING AS TECHNIQUE TO IMPROVE  
STUDENTS' ENGLISH WRITING SKILL OF THE EIGHTH GRADE  
STUDENTS AT SMP MUHAMMADIYAH 1 SEYEGAN SLEMAN,  
YOGYAKARTA IN THE ACADEMIC YEAR 2012/ 2013**

**A Thesis**

Presented as Partial Fulfilment of the Requirements for the Attainment  
of the Degree of *Sarjana Pendidikan* in English Language Education



by

**MASFUATIN SHOLIKHAH**

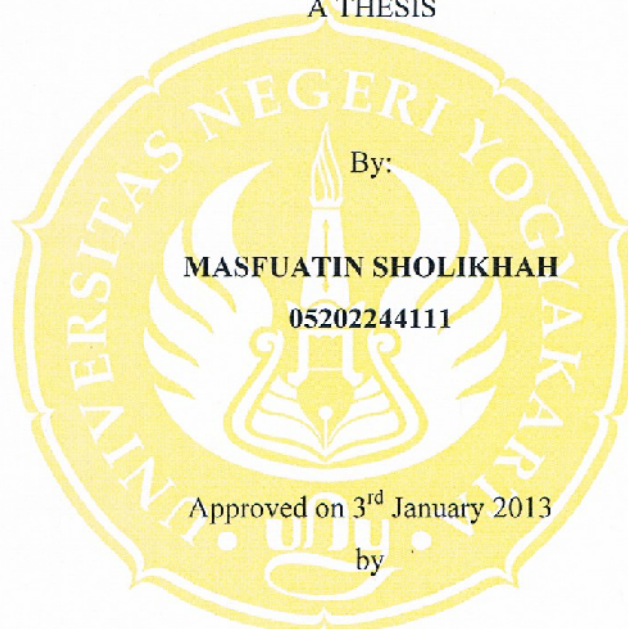
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FACULTY OF LANGUAGES AND ARTS  
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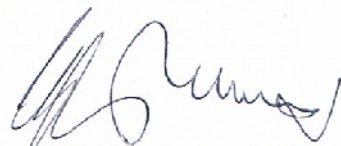
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A THESIS



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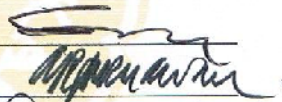
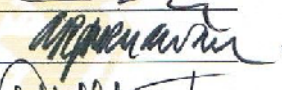
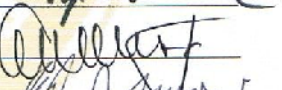
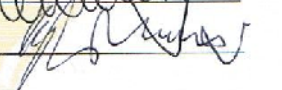
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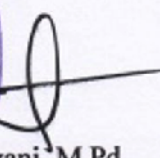
### A THESIS

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IMPROVE STUDENTS' ENGLISH WRITING SKILL  
OF THE ENGLISH EIGHTH GRADE STUDENTS AT  
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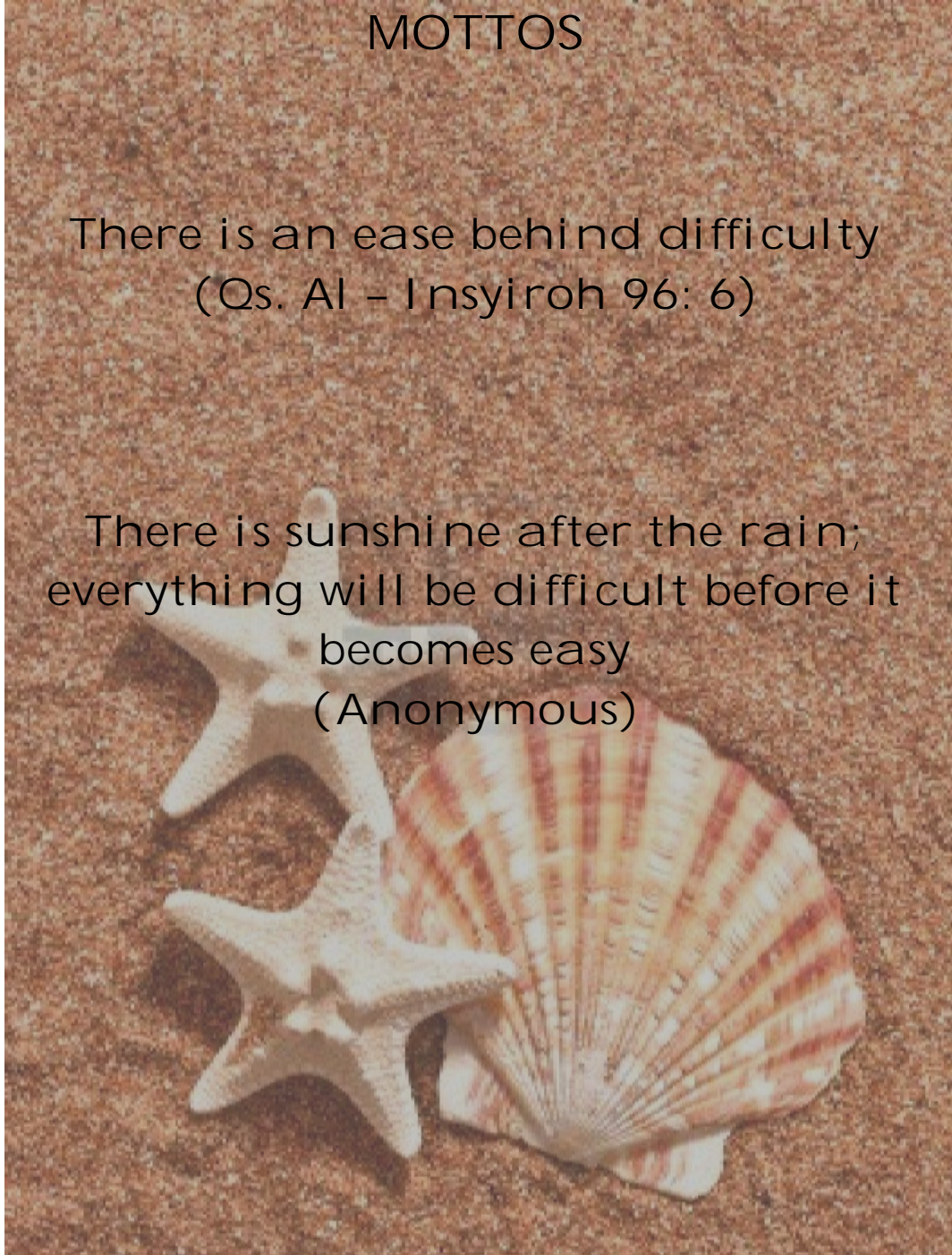
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## MOTTOS

There is an ease behind difficulty  
(Qs. Al – Insyiroh 96: 6)

There is sunshine after the rain;  
everything will be difficult before it  
becomes easy  
(Anonymous)



## DEDICATIONS

I lovely dedicated this thesis to:  
State University of Yogyakarta  
Where I learned and fought to be better

My beloved father and mother  
(Muh. Ali Hasan and Siti Hazaroh)  
For their supports, love and prayers

My brother and my sister in law  
(Muhammad Zulkifli Santosa and Lily  
Heriyanti) for their cares, supports and love

My dear Alfons Erick Marten  
For his love, patience, and support



For My Father

Ayah ...

Kau tampak tua dan lelah sekarang ...

Bahumu yang dulu kekar legam terbakar matahari, kini kurus  
dalam terbungkus ...

Langkahmu yang dulu tegap ...

Kini kadang gemetar dan tertatih ...

Ayah ...

Dalam hening sepi kadang kurindu sosokmu yang tegap dan  
sehat ...

Menunggu putrimu dengan tangan yang hangat  
memeluk dan mendekap ...

Melindungi dari kejam dan kerasnya dunia luar ...

Menghalau semua hal yang menyakitkan

Tapi jangan kuatir ayah ...

Putri kecilmu dulu, sekarang sudah menapaki jalan kedewasaa ...

Biarkan putrimu ini yang merawatmu, menjadi seorang anak  
yang berbakti

Karena bagiku sosokmu tak akan pernah terganti ...

By: Masfuatin Sholikhah



## For My Mother

Ribuan kilo jalan yang kau tempuh ...  
Lewati rintang untuk ku, anakmu ...  
Ibuku sayang masih terus berjalan, wlau tapak kaki penuH darah  
penuh nanah ...  
Seperti udara ...  
Kasih yang kau berikan tak mampu ku membalas ...  
Ibu ...  
Ingin kudekap dan menangis di pangkuanmu ...  
Sampai aku tertidur bagai masa kecil dulu, lalu doa-doa baluri  
sekujur tubuhku ...  
Dengan apa aku membalas ... Ibu ...

By: Rahman Tardjana



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Finally, the writer realizes that this thesis is still far from being perfect. Therefore, criticisms and suggestions from readers are highly appreciated for the improvements of this thesis.

Yogyakarta, 14<sup>th</sup> January, 2013

Masfuatin Sholikhah

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GRADE  
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YOGYAKARTA IN THE ACADEMIC YEAR 2012/ 2013**

**By:  
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**ABSTRACT**

The objective of the study is to find out whether there is a significant difference in the writing ability between the eighth grade students of SMP Muhammadiyah 1 Seyegan, Sleman in the academic year 2012/2013, who are taught using mind mapping and those who are not.

This study involved 46 students. They were divided into two groups: class VIIIA (23 students) as the control group, and class VIIC (23 students) as the experimental group. The data were obtained by means of essay writing tests. They were administered to the two groups as the pre-test and the post-test. The pre-test was given to both groups before the treatment and the post-test was given at the end of the treatment. The data were analyzed by means of descriptive and inferential statistics. The hypothesis was tested using the t-test.

The results show that there is a significant difference in the writing ability between the students who were taught by using mind mapping as technique and those who were not. First, before the treatment the mean of writing ability of students who were taught using mind mapping was 37.87 and the standard deviation was 7.812. After the treatment, the mean increased 5.04 become 42.91 and the standard deviation was 4.284. Briefly, before the treatment 12 students were categorized as extremely very poor category group. After the treatment, only 2 students were categorized as extremely poor category (8.7%). Second, the writing ability of the class who were taught using a conventional technique, the mean was 37.09 and the standard deviation was 6.882. Then, the researcher conducted a post test and the mean increased 2.04 point to 39.13 and the standard deviation was 5.554. In pre test there were 13 students who were categorized as extremely poor category group. In the post test, only 9 students were categorized as extremely poor category (39.1%). Third, the hypothesis was tested using the t-test. In this case, the value of t-observed was 2.586 with the degree of freedom (df) 44. The value of probability (p) was of 0.013, which is lower than the level of significance 5% (0.05). It means that the null hypothesis is rejected and the alternative hypothesis is accepted. In other words, the use of mind mapping significantly improves students' writing skill in SMP Muhammadiyah 1 Seyegan, Sleman.



## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background of the Problem**

Education this time has been growing rapidly. This matter is shown out by the existence of English as one of the subjects in all educational levels. Supported by technology, education wishes to enable to prepare the students capable to compete in globalization. Therefore, English is very much needed for one country to be able to cooperate with others, because English is an international language.

The widespread need for English as a second or foreign language puts a considerable pressure on the educational resources of many countries including Indonesia. Since Indonesia gained her independence, English has enjoyed a special status in the Indonesian school curriculum. Its teaching and learning become mandatory because of its importance in the economic, scientific, political, and educational world. English has been decided as the foreign language to be taught in the formal school from the elementary level until university level.

In learning language, especially English regarding to *Kurikulum Tingkat Satuan Pendidikan* (Depdiknas, 2006: 22) the emphasis can be given to such skills as listening, speaking, reading and writing. Those skills are related to each other. Those skills can facilitate students as their preparation to face global era. Students have mastered English if they are able to use it either receptively through reading and listening or productively through speaking and writing. It can be said that the teaching and learning English are aimed at developing the ability of students to be able to communicate both in oral and written form.

In relation to the productive skills, most students still have an idea that the communication can only be built in the form of spoken language, meaning that they can communicate in English if they have the ability in speaking. They do not realize that, in fact, the communication can be created by using written language. According to Riddel (2003: 130), many students may have the idea that they need writing skill less than they need any of the others and the interest of writing lesson may be minimal. In regard to this case, the understanding of importance of writing should be implanted to the students.

However, nowadays writing has become very important (Crosby and Carter, 1986: vii). Writing is no more secondary graphic presentation of language, but one with certain advantages: a written message can be kept and consulted as at any future time. Facts and ideas committed to writing can be preserved without being a burden on memory. This is the way to communicate when the other person is not right there in front of speaker or writer, listening to his words and looking at his gesture and facial expression (Raimes, 1983: 3).

Writing is a basic skill that is necessary for success in the real world as well as in schools or colleges, because it helps people to understand themselves, their ideas, their feelings, and their thoughts fully and accurately. Students need to learn writing in order to be able to express their ideas, their thoughts and feelings in the best possible way on the page. Writing makes their thoughts more communicable to other people as well as to themselves.

Today communication using written form is like a habit. Writing is really connected to our daily life whether it is at home, school, college, or even at office.

Recently many people including junior high school students are addicted to social networks such as Facebook, Twitter, My Space, Friendster, etc. Basically they communicate to other people in all around the world by writing something on their social networks such as status update, comment on someone's photos, comment on someone's status, etc. In our daily life, people also do writing almost in every single day and every single minute, for example writing an invitation, a letter, blackberry messenger which is becoming such a trend right now or even text message using our cell phone. The fact that people frequently have to communicate with each other in writing is one of the reasons why teaching writing in elementary level until university level is important.

Problems arise when most students in the foreign language regard the learning to writing as a difficult activity. Byrne (1991: 5) says:

Many children, in fact, simply do not enjoy writing, partly because of the nature of the task and partly because, out of school, it has little value for them as social interaction, although in most culture the ability to write carries prestige. Very few children succeed in becoming really proficient at writing and many cease to use the skill once they leave school, or use it only occasionally for specialized purposes (e.g. filling form).

It is true that writing is commonly a difficult activity for most people, both in mother tongue and in a foreign language. It is because the writing skill requires more capabilities more than the other language skills and it needs special preparation. Writing is clearly a complex process, in competent writing is frequently accepted as the last language skill to be acquired (Hamp-Lyons in Nunan, 1991: 91).

Writing is the most difficult of the four macro skills for all language users, because writing is an extremely complex cognitive activity. Bell and Burnaby

(quoted by Nunan, 1989: 36) state, “Writing is an extremely cognitive activity in which the writer is required to demonstrate control a number of variables simultaneously. At the sentence level those include the control of content format, sentence structure, vocabulary, punctuation, spelling, and letter formation. Beyond the sentence, the writer must be able to structure and integrate information into cohesive and coherent paragraphs and texts.

In addition, writing is learnt through a process of instruction. A good writer must master written form of language and to learn certain structure which are less used in speech or perhaps not used at all, but which are important for effective communication in writing. He/ she has to learn how to organize his/ her ideas in such a way that those ideas can be understood by readers (Nunan, 1999: 5)

The difficulty of writing may come from the student themselves and the way of the teacher in teaching. Those problems are also faced by the eight grade students of SMP Muhammadiyah 1 Sayegan Sleman. The teacher still uses boring techniques in teaching writing. Therefore, students are not motivated and they have difficulties in developing their ideas in their writing. Moreover, they lack of vocabulary, grammar, sentence structure, and the ability in organizing text.

The fact shows that the teaching and learning of English at school has not achieved the final goal yet. According to the teachers’ and students’ experiences, it is obvious that the teaching and learning of English have failed to produce students that have good ability in writing. Students are often confused and do not know what to write in English. A good mark in English report does not represent a

good students' writing ability. Most of the students, who have learnt English for six years in elementary school, three years in junior high school, do not have enough language competence and performance which enable them to write properly. This phenomenon also emerges in the teaching and learning of English at SMP Muhammadiyah 1 Sayegan Sleman.

From the definition above, it can be said that writing is complicated, because it involves a complex cognitive activity and requires many other skills. One who wants to write has to think of the content, format, structure, vocabulary, and mechanics as the variables of writing. Besides these, he/ she must also be able to organize and combine information into cohesive and coherent paragraphs and texts. It is also impossible for them to make gestures or facial expression to clarify their meanings as they can do in speaking.

Therefore, the use of appropriate teaching technique is needed in the teaching and learning of English in junior high school. There are many strategies that could be used to eliminate the above problems. One of the strategies is using a mind map. According to Steele (2005) says, that minds map helps the students develop their writing. Mind map works well as its visual design enables students to see the relationship between ideas and encourages them to group certain ideas together as they proceed. Considering how important and difficult the writing ability is, the writer wants to conduct a research about students' writing ability.



## **B. Identification of the Problems**

There are many factors which influence the low writing skill such as teacher, student, motivation, instructional media and teaching technique. Those factors can determine the success of the process of English writing teaching and learning process as whole. They are presented as follows.

### **1. Teacher**

The first problem is related to the English teacher. Teacher plays important roles in an English class including in the writing teaching and learning process. As a facilitator, the teacher offers guidance in helping the students to engage in the thinking process of composing. Teachers serve as controllers in applying techniques, who will carefully project how a technique will proceed, specify directions to be given and manage the timing of the techniques. Most of teachers recently become more away from what the teacher should be in the class in the teaching and learning process. They tend to be the teacher that being dislike by their own students and become the judgmental teachers who are unable or unwilling to recognize their student's strengths, teacher who focus more on their student's weaknesses and who simply do not care to the students. Those kinds of teacher caused the students unmotivated in following the English class and uninterested in learning writing in the class.

### **2. Students**

The second problem is related to the students. Students are the center of learning who play important roles in teaching and learning

process. They come from different backgrounds of study, interest, motivation, and preference in how to learn English. That is why the correct choice of technique is very important in teaching them. Students will learn best by using correct technique and have opportunity to use and also practice the language frequently.

### 3. Material

The third problem is related to the material. It seems that the materials which were used by the teacher to teach English were taken only from the text book. The materials in the book did not provide enough interesting and interactive material to improve students' writing skill in teaching and learning process. Therefore, the material made the teaching and learning activities were uninteresting and made them unmotivated.

### 4. Instructional Media

The fourth factor is about instructional media. Instructional media is something important that can be used to help teacher to convey the materials when he/ she is teaching. It is an effective and efficient way for teachers to use media in teaching writing. Media will help students to express their ideas, thoughts and imaginations into written English form and media can also stimulate students to take part in the process of learning.

### 5. Teaching Technique

The last factor which can influence the low writing skill is teaching technique. The used of inappropriate teaching technique can influence the

students' interest and motivation in following the writing class. The students need a technique which can make them enjoy learning writing in the class. If they have an appropriate technique to write, it will help them to make their own writing easier and more fun.

### **C. Limitation of the Problem**

In reference to the identification of the problem above, it is impossible for the researcher to do the research on the all factors influencing the teaching and learning process of writing. In the study, the researcher limits the problem which focuses on effectiveness of mind mapping as technique in improving students' writing ability, especially in descriptive text.

In addition, because of the writer's limitation of time and ability too, the writer took only the eighth grade students of SMP Muhammadiyah 1 Seyegan Sleman as the subject of the study with consideration that they are subjects of the new technique that is teaching writing using mind mapping.

### **D. Formulation of the Problem**

The problem can be formulated into the following questions:

1. What are the achievement scores of the students of SMP Muhammadiyah 1 Sayegan Sleman who are taught by using mind mapping in English writing like?
2. What are the achievement scores of the students of SMP Muhammadiyah 1 Seyegan Sleman who are taught without mind mapping in English writing like?

3. \$Is there a significant difference in the writing ability between students who are taught by using mind mapping and those who are taught by using conventional technique?

#### **E. Objectives of the Research**

The purpose of the study can be described as follows.

1. To describe the achievement score of the student of SMP Muhammadiyah 1 Seyegan Sleman who are taught by using mind mapping in the English writing.
2. To describe the achievement score of the student of SMP Muhammadiyah 1 Seyegan Sleman who are taught without mind mapping in the English writing.
3. To predict the significant difference in the writing ability between students who are taught by using mind mapping and those who are taught by using traditional technique.

#### **F. Significance of the Research**

The results of the study are expected to be useful for interested people from different points of views as follows:

- a. Theoretical
  1. The findings of the researcher are expected to add knowledge about the mind mapping as development in English teaching and learning.

b. Practical

1. For English teachers, the findings of the research are expected to give information about the use of mind mapping as media increasing students' writing ability.
2. For the students, the findings of the research are expected to motivate, interest, increase the students' writing ability.

c. Research and developing program

1. For other researchers, the findings of the research are expected to find to motivate the researchers to conduct further in order the quality of English teaching and learning.
2. For the development program, the findings of the research are expected to be useful for developing various techniques in English teaching and learning.

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **A. Theoretical Description**

##### **1. The Writing Skill**

##### **a. The Definition of Writing**

Writing is a thinking process which requires putting words and larger unit into pattern or arrangement for the purpose expression. According to Cohen and Reil in Kusumaningsih (2008: 1), writing can be defined as communicating act, a way of sharing observation, thoughts or ideas with ourselves and others. It is a tool of thinking. By writing we can tell about people, remember the facts and ideas.

Writing is one of the macro skills required in learning English. Murcia - Olshtain (2003: 142) describes writing as the production of the written words that results in texts but those texts, as a product, must be read and comprehend so that communication can take place.

In relation to writing, Brown (2001: 335) states that writing is a written product of thinking, drafting, and revising that requires special skills on how to generate ideas, how to generate them coherently, how to use discourse makers and rhetorical conventions to put them cohesively into a written text, how to revise text for clearer meaning, how to edit for appropriate grammar and how to produce a final product.

In addition, Byrne (1988: 1) says that writing is not merely arranging those graphic symbols without any rules. It should be based on certain conventions to

form words and sentences, to form them into particular order and linked together. Another definition of writing is stated by Richards and Renandya (2002: 309). They state that written language is complex at the clausal level. According to them, writing consists of many constituent parts: content, organization, originality, style, fluency, accuracy or using rhetorical forms of discourse.

Axelrod and Cooper (1985) add that writing is a complex process and such contains element of mastery and surprise. When students want to write something they should have a lot of information, ideas and thoughts in their mind so that they will be able to express them into sentences, paragraphs and essay.

Based on the definitions above, it can be summarized that writing is a form of thinking and a communication tool. It means that writing is the activity to express ideas, thoughts, feeling, issues, events or thinking to the others through written forms.

#### **b. Writing Process**

Ghaith (2002), describes the process of writing as follows:

##### **1) Prewriting**

This is the first stage in a writing process. It begins long before the writer puts thoughts into writing. The experiences, observations, and interactions that students have prior to entering the classroom have an impact upon what they will write and how they will write it. Within the classroom, prewriting prompts and activities can be integrated into the writing process as scaffolds by teachers to help students generate

ideas for their writing and to practice the thinking skills inherent in the activity.

## 2) Planning

After students have generated some ideas, they must decide what they will say about their chosen topic. Students develop an initial plan for the product they will compose. As they do so, they must consider the purpose, audience, point of view, and format because these elements have implications for both the planning and the drafting of the written product.

## 3) Drafting

It emphasizes on content and meaning rather than on mechanics and conventions. This is the time for writers to get down their ideas and thoughts, composing rough drafts based upon prewriting and planning activities and considerations.

Teacher plays an interactive role and builds scaffolds as needed. He / she should model the various writing format and conventions of the writing process, and provide the needed help when each student is writing.

Harris (2004) uses different terms in describing the stages. The terms indicate more precisely the nature of the activities likely to occur at each stage. The stages are:

### a) Stage 1– assembling strategies

According to Harris, any piece of writing requires some thoughts before committing pen to paper. With more formal and extended task this first stage is almost certain to be prolonged. We need time to sort out or develop ideas.



Harris, moreover, suggests some techniques used to help students in assembling ideas. They are listing questions, brainstorming, diagrams, planning grids, and planning stories.

b) Stage 2 – creating and developing the text

In this stage, writers translate plans and ideas into a provisional text. This stage is similar to what is commonly called as drafting. When a writer comes to this stage, he/she comes to redefine ideas, perceive a different and more significant way of sequencing his/her ideas, think of new ideas and new linkages between ideas and indeed may even change his/her minds over a point of view or argument.

c) Stage 3 - editing

Harris says that editing involves the careful checking of the text to ensure that there are no errors that will impede communication – error of spelling, punctuation, word choice and word order.

Based on some theories above, it can be summarized that in general, the stages of writing process can be divided into three: prewriting, writing, and rewriting. Prewriting involves activities carried out before writing. It consists of preparation, planning, incubation, and shaping. Writing is the activity of organizing one's ideas into sentences and paragraph in the written form. Rewriting includes the activities done after the writing process: revising, editing, and proofreading.

### c. Text Types Taught in Junior High School

Anderson and Anderson (1997) divide types of text into two big parts: literary text and factual text. Literary text includes narrative, poetry, and drama while factual text includes recount, explanation, discussion, information report, exposition, procedure, and response.

These types of text are analyzed based on three main elements of text. The first one is the purpose of the text, i.e. why the text is made and what for. The second is the generic structure of the text, i.e. analyzing the used structure in composing the text or in what way is the text constructed by its writer. The last is language feature, i.e. taking a look at the linguistic characterizations of the text.

Based on Standard of Competency and Basic Competencies in Syllabus for junior high school, types of text learned at grade eight of junior high school are descriptive, narrative, and recount. The following is the description of the text types:

#### 1) Narrative

*Purpose:* To amuse or narrative entertain the readers and to tell a story

*Generic Structure:* Orientation – Evaluation – Complication – Resolution – Reorientation

*Dominant Language Features:*

- a) Using Past Tense
- b) Using action verb
- c) Chronologically arranged

### **The Story of Tiger and Farmer**



Once there was a farmer from Laos. Every morning and every evening, he ploughed his field with his buffalo.

One day, a tiger saw the farmer and his buffalo working in the field. The tiger was very surprised to see a big animal listening to a small animal. The tiger wanted to know more about the big animal and the small animal.

After the man went home, the tiger spoke to the buffalo; “you are so big and strong. Why do you do everything the man tells you?”

The buffalo answered; “oh, the man is very intelligent”.

The tiger asked; “can you tell me how intelligent he is?”. “No, I can’t tell you”, said the buffalo; “but you can ask him”

So the next day the tiger asked to the man; “Can I see your intelligence?”. But the man answered; “it at home”. “Can you go and get it?” asked the tiger. “Yes” said the man; “but I am afraid you will kill my buffalo when I am gone. Can I tie you to a tree?” After the man tied the tiger to the tree, he didn’t go home to get his intelligence. He took his plough and hit the tiger. Then he said; “Now you know about my intelligence even you haven’t seen it.

*Taken from: [www.sekolahoke.com/2011/.../narative-text](http://www.sekolahoke.com/2011/.../narative-text)*

## 2) Recount

*Purpose:* to retell something that happened in the past and to tell a series of past event

*Generic Structure:* Orientation – Event(s) – Reorientation

*Dominant Language Features:*

- a) Using Past Tense
- b) Using action verb
- c) Using adjectives

### **A Possum in the House**



Once there was a small possum that went to visit my house. The possum was very tired and hungry. He went to different places to find food, so he made a big mess around the house.

First, he went into the cupboard in the big kitchen. After that he went to the small washing basket. The possum's next stop was the study room. Here he perched on the top of the bookshelf. Next, he went to lounge and hid in the stereo. After visiting the lounge he went to the bathroom. In the bathroom he squirted all the toothpaste out. Then he hid in the toilet.

Finally, the possum went to the bedroom and slept on the bed. He looked very cute when sleeping.

*Taken from:* [www.sekolahoke.com/2011/.../recount-text](http://www.sekolahoke.com/2011/.../recount-text)

### 3) Descriptive

*Purpose:* to explain the process involved in the formation or working of natural or socio-cultural phenomena.

*Generic Structure:* General statement – Explanation – Closing

*Dominant Language Features:*

- a) Using Simple Present tense

- b) Using action verbs
- c) Using passive voice
- d) Using noun phrase
- e) Using adverbial phrase
- f) Using technical terms
- g) Using general and abstract noun
- h) Using conjunction of time and cause-effect

### **Things in My Bag**



Things in My Bag My name is Putri. I am a student of Grade VIII. I have a new red bag. Today I bring some things in it. I bring my purse. It is a white purse. There is a plastic pencil case. It is a pink pencil case. There are also a hat, four note books, and four text books. I bring my hat because there will be a flag ceremony. Math, English, Biology and History are the lessons for today.

*Taken from:*

*<http://www.sekolahoke.com/2011/09/descriptive-text-things-in-my-bag.html>*

In conclusion, each text type has a different structure of discourse and each of them has its own characteristics. Students of junior high school in the eight grade

of the first semester have to be able to produce essay in the form of descriptive and recount text.

#### **d. Teaching Writing**

Writing is categorized as a productive skill. It is used by the students to express or convey their creative purposes, ideas, feelings and thoughts in written form. A good composition of writing helps the people to catch one's purposes, ideas, feelings and thoughts easily. It is also important to avoid misunderstanding among the people.

In writing, students not only need linguistic knowledge or linguistic competence, but also need non-linguistic competence. These two elements cannot be separated to each other. Nunan (1993: 5) proposes that linguistic knowledge is knowledge of how sentences are formed internally and combined with each other externally, while non-linguistic knowledge is knowledge of subject matter or content of the text in question. Then, subject matter knowledge plays an important part in enabling the reader or listener to interpret the texts.

In conducting the writing teaching and learning process, there are some types of classroom writing performance that can be used by the teachers. According to Brown (2001: 343-346), there are five major categories of classroom writing performance;

##### **1) Imitative, or writing down**

At the beginning level of learning to write, students will simply "write down" English letters, words and possibly sentences in order to learn the conventions of the orthographic code. Some forms of dictation fall into this

category, although dictations can serve to teach and test higher-order processing as well. Dictations typically involve the following steps;

- a) Teacher reads a short paragraph once or twice at normal speed.
- b) Teacher reads the paragraph in short phrase units of three or four words each and each unit is followed by a pause.
- c) During the pause, students write exactly what they hear.
- d) Teacher then reads the whole paragraph once more at normal speed so students can check their writing.
- e) Scoring of students' written work can utilize a number of rubrics for assigning points. Usually spelling and punctuation errors are not considered as severe as grammatical errors.

## 2) Intensive, or controlled

This type of writing does not allow much, if any, creativity on the part of the writer. A common form of controlled writing is to present a paragraph to students in which they have to alter a given structure throughout. Students may be asked to change all present tense verbs to past tense; in such a case, students may need to alter other time references in the paragraph. We can find intensive or controlled writing in many course books or exercise books.

## 3) Self-writing

The most salient instance of this category in classroom is note-taking, where the students take some notes during a lecture for the purpose of later recall. Diary or journal writing also falls into self-writing.

#### 4) Display writing

Writing within the school curricular context is a way of life. For all language students, short answer exercises, essay examinations and even research reports will involve an element of display. Students need to master display writing techniques in order to enrich their academic skills.

#### 5) Real writing

Brown proposes three subcategories of real writing, namely:

##### a) Academic writing

One of the examples is group problem-solving tasks, especially those that relate to current issues and other personally relevant topics may have a writing component in which information is genuinely sought and conveyed.

##### b) Vocational or technical writing

This subcategory relates with job. Vocational or technical can take place in classes of students studying English for advancement in their occupation.

##### c) Personal writing

Diaries, letters, post cards, notes, personal messages and other informal writing fall in personal writing.

To sum up, to be able to write well, students have to practice a lot. Practicing to reach the next level of writing, teachers should provide the writing exercises with sufficient time. It does not matter how many steps they should pass, practicing a lot can make them advanced writers.



### **e. How to Teach Writing**

In teaching and learning writing, students need to be personally involved in writing exercises in order to make the learning experience of lasting value. Encouraging student participation in the exercise, while at the same time refining and expanding writing skills, requires a certain pragmatic approach. Brown (2001: 339) states, that “in school, writing is a way of life.” Without some ability to express our self in writing, we do not pass the course. Across the age levels from elementary school through university graduate courses, we write in order to succeed in mastering the subject matter. Brown (2001:346-356) states that “there are some specific principles for designing writing techniques emerge.”

#### **1) Incorporate practices of “good” writers.**

This first guideline is sweeping. But as we contemplate devising a technique that has a writing goal in it, consider the various things that efficient writers do, and see if our technique includes some of these practices.

#### **2) Balance process and product**

Because writing is a composing process, and usually requires multiple drafts before an effective product is created, make sure that students are carefully led through appropriate stages in the process of composing. At the same time, do not get so caught up in the stages leading up to the final product that we lose sight of the ultimate attainment: a clear, articulate, well-organized, effective piece of writing. Make sure students see everything leading up to this final creation was worth the effort.

3) Account for cultural/ literary backgrounds

Make sure that your techniques do not assume that our students know English rhetorical conventions. If there are apparent contrast between students' native traditions and those that we are trying to teach, try to help students to understand what it is, exactly, they are accustomed to and then by degrees bring them to the use of acceptable English rhetoric.

4) Connect reading and writing

Clearly, students learn to write in part by carefully observing by what is already written. That is, they learn by observing, or reading, the written word. By reading and studying a variety of relevant types of text, students can gain important insights both about how they should write and about subject matter that may become the topic of their writing.

5) Provide as much authentic writing as possible

Whether writing is real writing or for display, it can still be authentic in that the purposes for writing are clear to the students, the audience is specified overly, and there is at least some intent to convey meaning. Sharing writing with other students in the class is one way to add authentically. Publishing a class newsletter and writing letters to people outside of class, writing a script of skit or dramatic presentations, writing a resume, writing advertisements.

- 6) Frame our techniques in term of prewriting, drafting, and revising

Process writing approaches tend to be framed in three stages of writing; the prewriting stage encourages the generation ideas, the drafting and revising stages are the core of process writing.

- 7) Strive to offer techniques that are as interactive as possible

Writing techniques that focus on purposes other than compositions (such as letters, forms, memos, directions, short report) are also subject to the principles of interactive classrooms. Group collaboration, brainstorming, and critiquing, are as easily and successfully a part of many writing focused techniques.

- 8) Sensitively apply methods of responding to and correcting our students' writing

Error correction in writing must be approached in a different manner. Error treatment in writing can begin in the drafting and revising stages, during which time it is more appropriate to consider errors among several features on the whole process of responding to students writing.

- 9) Clearly instruct students on the rhetorical, formal conventions of writing

Each type of writing has its formal properties. Do not just assume that students will pick these up by absorption. Make them explicit. A reading approach is very helpful here.

According to Davies with Eric (2000: 96), "writing in an English language course may be handled in different ways for different purposes." The aim of the commonest type of writing practice is to consolidate the learning of functional or

grammatical items. For example, we might give the learners completion exercises or a guided composition requiring the writing of several examples of comparatives after we have presented and practiced them orally. This can be very useful to clarify the grammar, to provide a change of activity in a lesson, or to give extra practice outside the classroom as homework. The other main type of writing practice is intended to develop higher level writing skills. That means the ability to do the writing tasks in intermediate and advanced proficiency examinations and to do the real business and academic writing. However, some work towards this type of writing can be started at lower levels. It can be combined with writing principally intended to consolidate grammar.

#### **f. Writing in Junior High School**

In teaching writing in Junior High School, the eight grade students are expected to be able to express various meanings (interpersonal, ideational, and textual) in any written texts; various short functional texts, monologs and essay in the form of recount and descriptive texts. It is based on the program outline at junior high school stated in school-Based Curriculum (Depdiknas, 2006: 287). The teaching and learning activities of writing aimed at developing students' writing ability. The activities done may be using various writing materials in text books. The teachers select the materials which are appropriate to the students' level of writing ability.

In the first semester of eight grade students, the students are supposed to do these following activities:

- a) Writing an invitation/ announcement/ short message based on the situation given.
- b) Completing the paragraph in the form of recount and description using the suitable words
- c) Writing a descriptive text based on the topic given
- d) Writing a personal recount based on the topic given

In short, there are two forms of writing namely the descriptive and recount which are also some of the text types taught to the students in junior high school in the first semester (Depdiknas, 2006: 278). Students of junior high school are demanded to write meaningful texts without some aspects inside. They need a technique that makes them write. It must be suitable for them because they just start to write, hence there is no background knowledge in their minds. Therefore mind map can help them learn writing unconsciously but they can acquire perfectly.

## **2. Mind Mapping**

### **a. The Definition of Mind Mapping**

Mind mapping is a creative way for every student to create ideas, to note what needed to be learned, or to plan new assignment. Asking students to make a mind map gives them a chance to identify what they have been learned and what they are learning (Silberman, 2011:200)

According to Buzan (2007:4), mind map is the easiest way of getting information in and out of your brain, a new way to learn and practice effectively and creatively, a way to make unborning note, and the best way to get new ideas and to plan a project. Buzan also states further (2007:26) that mind map is a fun

tool of thinking to help students think twice better, twice faster, twice clearer, and more fun.

A mind map or spider gram, is a strategy for making notes on a topic, prior to writing. It is a structured strategy, which shows the (hierarchical) relationship of ideas as opposed to unstructured strategy such as brainstorming in which students produces notes at random on paper (Steele, 2005)

Hedge in McDonough and Shaw (2003) also states making a mind map is a strategy for note-making before writing; in other words, scribbling down ideas about a topic and developing those ideas as the mind makes associations. So, it can be said that mind mapping can give students a way to begin writing assignments. Hayes (1992:203) states that through mind mapping students turn random thoughts into pattern that can be written down and developed. Students become increasingly motivated to complete a writing task as their ideas emerge in organized forms.

All mind maps have some things in common. They have a natural organizational structure that radiates from the center and use lines, symbols, words, color and images according to simple, brain-friendly concepts. A mind map converts a long list of monotonous information into a colorful, memorable and highly organized diagram that works in line with users brain's natural way of doing things (Resources: <http://www.mindmapping.com/Theory-Behind-Mind-Maps.html>/25/05/2012).

The mind map is the external mirror of users own radiant or natural thinking facilitated by a powerful graphic process, which provides the universal key to

unlock the dynamic potential of the brain. Ingemann (2000) says that mind mapping is one of the best methods to optimize one's learning capacities and understanding of how the elements of complex structures connected. McCrimon (1984:54) says that mapping is a method for examining a subject during an extended period of observation-usually thirty to sixty minutes. Its purpose is to force us to observe with a pencil in our hand in order to reproduce in lines and figures the general outline and the telling details we seen in our object. Once we have mapped a subject, we not only know it greater detail but also begin to see how we can convert our image into words.

From the above, elaboration it can be concluded that a mind map is a diagram used to represent words, ideas, tasks, or other items linked to and arranged radially around a central key word or idea. Mind maps are used to generate, visualize, structure, and classify ideas, and as an aid in study, organization, problem solving, decision making, and writing.

#### **b. Effectiveness of Mind Mapping**

Hayes (1992:203) states that mind mapping can reduce difficulty in starting writing assignments by giving students an organizing strategy to get them started. He explains that ideas are freely associated and written out without pressure, thereby reducing tension and resistance often associated with writing. The product of prewriting activity is an organized cluster of thoughts, which helps students stay on task when they write.

Students of all ages have discovered the advantages of applying mind maps to their studies. Whether it is for note-taking from a teacher, a book, a computer or a

video, or note-making for an essay, a report, or a web site, the simple, flexible collection of the key data facilitates the processes of learning, thinking, ordering, creating and remembering. Furthermore, all subjects areas and textbooks can be mind mapped. Mind maps are also brilliant route-maps for the memory, allowing you to organize facts and thoughts in such a way that your brain's natural way of working is engaged right from the start (Resources: <http://www.mindmapping.com/Theory-Behind-Mind-Maps.html>/25/05/2012).

Buzan (2007:4) says that mind map can help student to make a plan, to communicate, to be more creative, to save time, to solve problems, to focus of the problems, to arrange and to explain our mind, to help them using both sides of our brain, to memorize better, to learn quickly and efficiently.

Steele (2005), moreover says, that mind maps work well as their visual design enables students to see the relationship between ideas, and encourages them to group certain ideas together as they proceed. Mind maps work especially well when created in groups and makes the task livelier and more enjoyable.

Ingemann (2008) says that there are short samples of the things mind mapping can do for us:

- 1) Dramatically accelerate our learning capacity
- 2) Instantly see connections and links between different subjects
- 3) Develop effective brainstorming techniques
- 4) Help our mind become a powerful idea generator
- 5) Quickly gain insight into the big picture of any object
- 6) Increase our ability to memorize and remember
- 7) Boost our creativity
- 8) Optimize and simplify any project that we may have

Ingemann (2008) says further that the main principles of mind mapping are pictures, headlines, and connection. According to Buzan (2007:7), our brain



thinks in the form of colors and pictures. He explains that when people say the word *house* the first thing that come out their mind is the colorfull picture about their house rather than the words on a paper. He also states that pictures have thousand meaning and help people to gain their imagination. A central picture in people mind map will make them focus, concentrate, and activate theirmind. Headlines in people mind map, then, are such kinds of single word or short phrases. They are far esier to remember than the pure texts.

A mind map let people rapidly produce an alomost infinite number of ideas, and at the same time organize them by placing each idea next to what it is related to. This makes a very powerful tool for creative writing or report writing. Where it is very important to get down all your ideas first.

### **c. Procedures of Mind Mapping**

Buzan (2007:10) explains an abbreviated list of the rules for converting ideas into a mind map as follows.

- 1) Take a blank piece of paper, A4 or larger. Sometimes bigger paper allows “bigger thinking”.
- 2) Use the paper in landscape orientation.
- 3) Start by drawing a color symbol in the middle of the page and use at least three colors. This encourages right brain activity from the outset.
- 4) Branch the main ideas off this central image.
- 5) Use one keyword or symbol per line. Avoiding clutter permits more ideas to be represented and encourages our mind to see how they relate to each other.
- 6) Print the words on top of the lines. Printed words are esier to read than cursive.
- 7) Use color throughout. This can be especially useful in grouping related ideas.
- 8) Use images throughout our mind map.



(Resources: <http://all-free-download.com/free-vector/free-clipart-of-zoo-animals.html/25/08/2012>)

**Figure 1.**

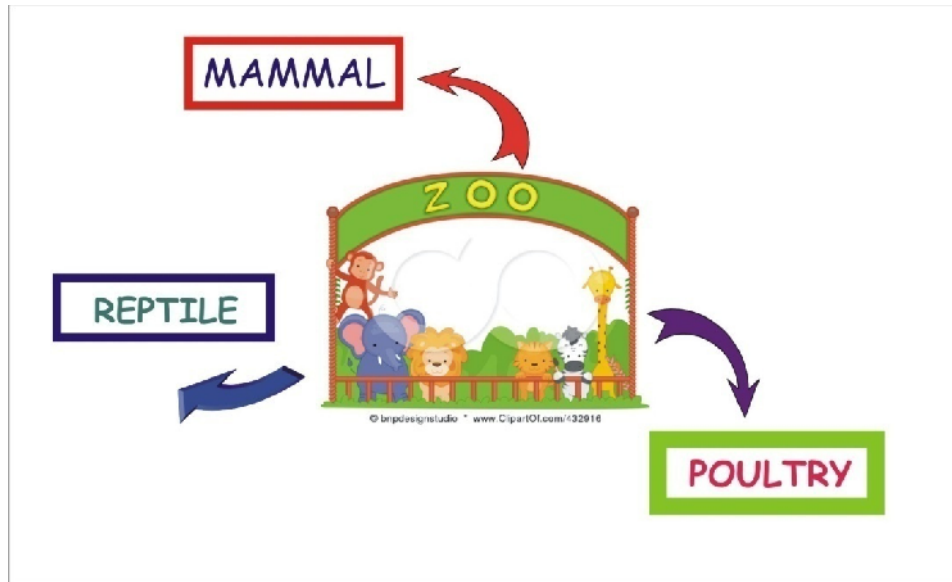
Make a central image that represents the topic about which you are writing/thinking. Thoughts start in the centre of our mental world. The Mind Map page reflects this (Buzan, 2007:10).



(Resources: <http://all-free-download.com/free-vector/free-clipart-of-zoo-animals.html/25/08/2012>)

**Figure 2.**

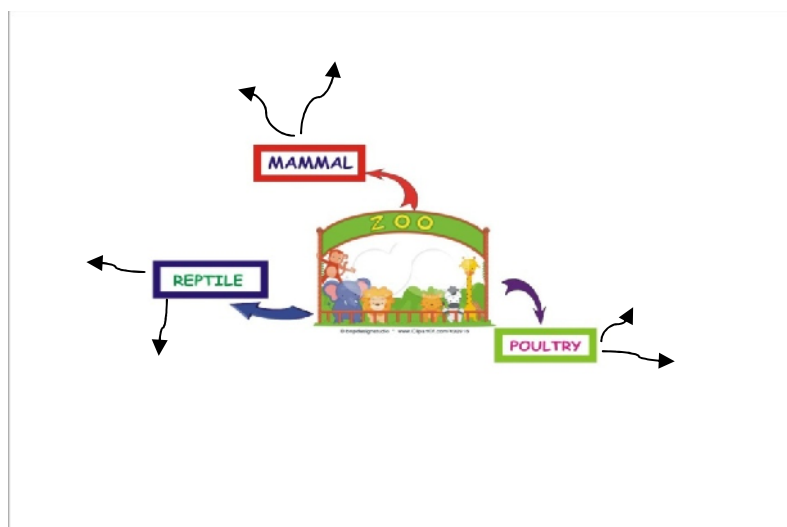
Connected lines create relationships and a structure. They also demonstrate the level of importance, as from a branch to a twig (Buzan, 2007:10).



(Resources: <http://all-free-download.com/free-vector/free-clipart-of-zoo-animals.html/25/08/2012>)

**Figure 3.**

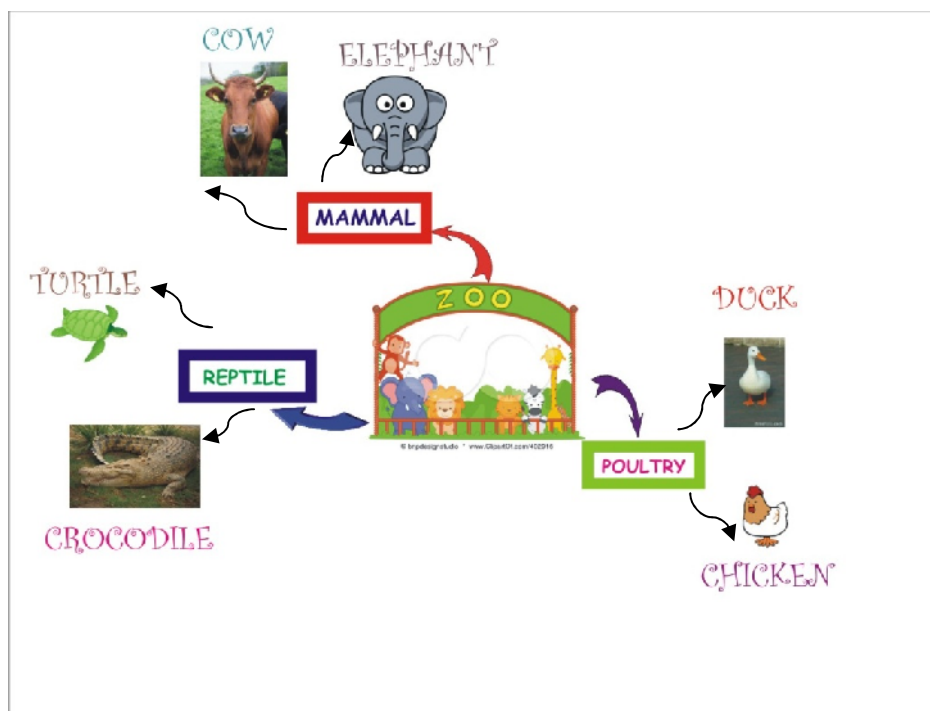
The main themes around the central image are like the chapter headings of a book. The main themes, connected to the central image on the main branches, allow their relative importance to be seen (Buzan, 2007:10).



(Resources: <http://all-free-download.com/free-vector/free-clipart-of-zoo-animals.html/25/08/2012>)

**Figure 4.**

Connect your main branches to the central image and connect your second- and third-level branches to the first and second levels, because your brain works by association. It likes to link two (or three, or four) things together. If you connect the branches, you will understand and remember a lot more easily (Buzan, 2007:10).



(Resources: <http://all-free-download.com/free-vector/free-clipart-of-zoo-animals.html/25/08/2012>)

**Figure 5.**

Use one keyword per line, because single key words give your mind map more power and flexibility and use images throughout because each image, like the central image, is also worth a thousand words. So if you have only ten images in your Mind Map, it's already the equal of 10,000 words of notes (Buzan, 2007:10).

A Mind Map is a powerful graphic technique which provides a universal key to unlock the potential of the brain. It harnesses the full range of cortical skills – word, image, number, logic, rhythm, colour and spatial awareness – in a single, uniquely powerful manner. In so doing, it gives you the freedom to roam the infinite expanses of your brain. The Mind Map can be applied to every aspect of

life where improved learning and clearer thinking will enhance human performance.

#### **d. Teaching Writing Using Mind Mapping**

The most difficult thing to do in writing process is generating ideas. Once a writer gains an idea, often he/ she stops in along pause because he/ she gets difficulty to find ideas to add to his/ her main idea. This difficulty may be caused by his/ her inability of retrieving his/ her memory.

What a writer reads, experiences, and perceives, all are stored in his/ her memory, both surface and deep memory. All of them will be good sources for his/ her writing, because naturally, writing is the result of the expression of the writer's feeling and ideas while ideas come from his/ her experiences and perceptions.

Mind maps with its interesting forms are able to retrieve both surface and deep memory of person so that he/ she has clear pictures what ideas he/ she should write about and how he/ she connects the ideas. Buzan (2005: 8) says that the brain has natural ability to perceive visually. Mind maps use this ability to get as many as possible results. Their color, pictures, and branches give contribution on stimulating the brain. They stimulate the brain faster than traditional way of note taking which tends to be linear and in one color.

##### **1) Making mind maps in writing class**

In writing class a teacher may have some pre-writing activities. A pre-writing activity can help students to think about what they want to write. The pre-writing activity using mind map can be done spontaneously. In this case,

the teacher helps the students to start with a topic at the center of a paper and let them to generate a web of ideas from that by developing and relating these ideas as their mind makes association.

Referring to what is suggested by Steele (2005), using mind map in writing class can be started by choosing a topic. In this case, for example, the teacher can write the topic on the board. After the students know what the topic is, they have to develop it. The teacher gives time to the students (about two minutes) to think about ideas that they will add to the topic. When they find their additional ideas, they will note down on their mind maps. This time the students can work collaboratively to add ideas or perhaps to omit unnecessary or unconnected ideas.

The next step is organizing the mind maps. This time the students organize their mind maps into a linear format to decide the best way in which to present their points. They should first think about the overall structure, i.e. the order in which to relay information, and then focus on the precise function each paragraph will have in their final text, as this helps to clarify their writing.

Finally, students begin to write their composition, working in pairs if they wish. By doing this they become readers of others and it gives them a chance to give feedback so that they may rewrite their works.

In conclusion, there are many techniques that teachers can use to teach writing. Teachers can choose the best technique to apply appropriately to their students. Mind map is one of the techniques used in teaching writing, especially to help students in generating ideas.

## **B. Relevant Research Studies**

Review of the previous study is made in order to avoid replication. This study is intended to improve the students' writing skills by using mind mapping. Another study has been conducted to find the use of mind mapping to improve students' writing skill. The first is a study conducted by Kusumaningsih (2008). She investigated the use of mind mapping as a visual media in improving student's writing skill. The result of her study showed that there were several improvements of students' score in writing.

The second is a research study done by Chan. Chan (2004), investigated the effectiveness of using mind mapping skills as pre-writing planning strategy in enhancing the quality of writing of secondary one and four students in Chinese Medium School. The findings revealed that the application of mind mapping in planning is a useful writing strategy that can improve students' writing. It was also found that students employ different planning strategy in the pre-writing period.

The third is a study conducted by Miswiria (2007). She also conducted her study related to the use of mind mapping technique. In her research, she used the steps of using mind mapping technique to improve students' writing narrative text. She used mind mapping as the visual media, the result showed that the mind mapping technique stimulated the students' for writing.

The last one is Wahyudi (2008). He did an experimental study to prove the effectiveness of mind mapping technique in improving students' writing in recount text. The result showed that the students' ability in writing recount text

were significant. It influenced both in qualitative and quantitative result. Moreover, the result showed that mind mapping stimulated the students for writing. It is because by using mind mapping technique the students can develop their ideas, imagination, vocabulary, and creativity.

From the relevant research studies above, it proved that the use of mind mapping is a powerful tool of improving students' ability to generate, visualize and organize ideas. It made the topic more tangible. Users of mind mapping technique became faster and more efficient in developing and organizing ideas for their paragraphs and were able more detailed idea than the students who did not use the mind mapping technique.

### **C. Conceptual Framework**

Writing is a process and a product. In writing process, one expresses ideas in his mind into written form. He should arrange his ideas in the form of words, phrases, clauses, or sentences in such a way that his writing can be read clearly and the messages conveyed can be understood. The result of writing process is writing product in which a writer has completed his final draft. A writer also has finished organizing his words, phrases, clauses, sentences into the written form.

Because writing is a skill, it makes sense that the more we practice writing, the better we will write. One excellent way to get practice in writing is making a mind mapping. Making a mind mapping before we start to make writing products (essays, recount, descriptive, narrative etc) will help students to develop their ideas and shows students how ideas can be discovered in a fun way.



Mind mapping can reduce difficulty in starting writing assignments by giving students an organizing strategy to get them started. Ideas are freely associated and written out without pressure, thereby reducing tension and resistance often associated with writing. The product of prewriting activity is an organized cluster of thoughts, which helps students stay on task when they write. The use of mind mapping as the teaching technique influence the teaching and learning process. The students become more enthusiastic and more willing to do their task. The use of mind mapping can give a new atmosphere for students and it can give something different in the classroom. A mind mapping can be used as a technique in giving writing practice in using text type.

Students will be more interested and motivated in the teaching and learning process of English, when there is a fun learning atmosphere in the classroom. Goodnough and Woods (2002) discovered that students perceived mind mapping as a fun, interesting and motivating technique. Several students attributed the fun aspect to the opportunity to be creative when creating mind maps through lots of choice in color, symbols, key words and design. Through the appropriate technique in teaching writing with a mind mapping eventually, it can help the students to improve their English achievement, especially the achievement that is related to writing ability.

On the other hand, traditional teaching used by the teacher in SMP Muhammadiyah 1 Seyegan Sleman is paragraph writing technique. Freeman (2000: 32) argues that paragraph writing technique is a technique that is usually used in direct method. The teacher asked students to write paragraph in their own

words. They write based on their memory or a passage in the lesson as a model. From early observation there are some problems that are found in writing skills. The first one is that students did not know how to begin writing because they lack of ideas. This problem became worst when they worked individually. It made them bored and unexcited to produce written texts. Some of them said that they had a lot of things to write in their mind but they did not know how to start writing. The second one is about vocabulary. The students at Muhammadiyah 1 Seyegan Sleman have limited vocabulary and that is why they get difficulties to express their ideas in writing. Therefore, it is not surprising if the students find difficulties in mastering writing skills. Teachers should find the effective ways of teaching writing.

On the basis of theoretical review, it can be seen that the mind mapping technique can help our memory because it enables us to arrange the facts and ideas. Buzan (2008: 10) says that by using mind mapping, people can represent ideas into visualization and graphic forms where one idea is connected to another idea by using branches. Besides he also says that by using mind mapping, it is easy for people to put information into their memory

Mind mapping is a good technique that can be used in writing, because by using mind mapping students can get a way that can make them pleased. Besides, the students can express and organize their ideas into a good sentence. Through mind mapping, hopefully the writing process can make the students comfortable, achieve the aim of writing skills, and does not waste the time.

Therefore it can be concluded that there is a connection between the using a mind mapping as a technique to improve students' writing ability.

#### **D. Research Hypothesis**

As mentioned in the introduction, the aim of this research is to investigate whether or not there is a significant difference in the writing ability between the students who are taught by using a mind mapping and those who are taught by not using mind mapping. Based on the literature review and the conceptual framework above, the researcher formulates the hypothesis of the research as follows:

“There is a significant difference in the writing ability between the students who are taught by using the mind mapping technique and those who are not taught by using the mind mapping technique”.

### **CHAPTER III**

### **RESEARCH METHODS**

#### **A. Type of Research**

This research is classified as a quasi-experimental study. The research design is an intact group pre-test and post-test design which involves a group of students in the experimental group and a group of students in the control group. Bell (1999: 15) states that “the principle of this experiment is that if two identical groups are selected, one of which (the experimental group) is given special treatment and the other (the control group) is not, then any differences between the two groups at the end of the experimental period maybe attributed to the difference in treatment.” The design can be visualized as follows:

**Table1: Design of the Study**

<b>Sample</b>	<b>Class</b>	<b>Pre Test</b>	<b>Treatment</b>	<b>Post Test</b>
<b>S</b>	<b>A</b>	<b>O1</b>	<b>X1</b>	<b>O2</b>
<b>S</b>	<b>C</b>	<b>O1</b>	<b>X2</b>	<b>O2</b>

Where:

- S : Sample
- A : Control class
- C : Experiment class
- O1 : Students’ Pre-test score
- O2 : Students’ Post-test score
- X1 : Non-mind mapping
- X2 : Treatment (mind mapping)

## B. Population and Sample

This study was conducted at SMP Muhammadiyah 1 Seyegan Sleman. It is located in Sleman, Yogyakarta. The population of this research included the students of Muhammadiyah 1 Seyegan, in the eighth grade in the academic year of 2012/ 2013. There were three classes of eighth grade: VIII A, VIII B, VIII C. Each class consisted of twenty three students. The total number of the eighth grade students accounted to 69 students. The following table shows the number of the population of the study.

**Table 2: Research Population by Class**

No	Classes	Number of students
1	VIII A	23
2	VIII B	23
3	VIII C	23
<b>Total</b>		69

In this research, two classes were randomly selected from the population as the experimental group and the control group. A random assignment was applied by;

- 1) Writing the name of classes on a separate slip of paper,
- 2) Putting the six slips of paper into a container,
- 3) Shaking the container,
- 4) Taking one slip from the container as the experimental group and one slip for the control group.

The random assignment resulted class VIII A as the control group and class VIII C as the experimental group. The teaching and learning process of writing in the experimental group (VIII C) used mind mapping; meanwhile in the control

group mind mapping was not used. So, the sample of the research was two classes, they are class VIII A and class VIII C.

### **C. Research Variables and Research Design**

This study involved two variables, namely independent variable and dependent variable. The independent variable in this research is the treatment (technique using mind mapping) to teach writing, namely X. Meanwhile, the dependent variable in this research is students writing ability, namely Y.

The treatment, in this case using a mind mapping, was applied in the experimental group. Meanwhile, the teacher did not apply the mind mapping as the technique in the control group in teaching and learning process. The teacher used the traditional teaching technique in teaching and learning writing processes. The following table presents the distribution of the treatment.

**Table 3: The Design of the Research**

<b>No.</b>	<b>Class</b>	<b>Group</b>	<b>Treatment</b>	<b>Number of Students</b>
1.	Experimental Group	Experimental	Mind Mapping	23
2.	Control Group	Control	Traditional Technique	23

The implementation of the mind mapping was done in the experimental group for four meetings. To check the students' progress in each meeting, the researcher checked their writing at the beginning on the next meeting.

There were three sections in each meeting: opening , main activity, and closing. In opening, the researcher started the lesson with greeting and directed the students' attention toward the topics by asking some questions to the students.

In the main activity, the researcher asked students to work in a group of students and introduced the examples of descriptive text. Then, the researcher asked students to give a brief explanation about the text type. After that, the researcher gave the whole explanations about descriptive text and mind mapping to them and also the examples, then, the researcher gave some exercises based on the topic, and corrected them together.

In closing, the researcher reviewed the lesson given, and gave an oral evaluation by asking the students some characteristics of the text type. After finishing, the researcher asked students to write their descriptive text using mind mapping.

Meanwhile, the students of the experimental group were taught by using a mind mapping as the technique, the students in the control group were taught by using traditional teaching technique in the class.

#### **D. Research Instrument**

The research instrument in this data was a test of writing ability. Firstly, a pre-test that was administered to obtain the score of the test before the treatment conducted. The participants was given some topics and they were asked to develop the topics in the written form. The topics on materials were based on the school-based curriculum of English for Junior High Schools. Secondly, a post-test was administered to obtain the score of the test after the treatment administered.

## **E. The Validity and Reliability of the Instrument**

The researcher conducted the try-out before using the writing test in order to find out the validity and reliability of the instrument to collect the data. The validity and reliability of the writing test were presented as follows:

### **1. Validity of the Instrument**

Validity gives some indications of how well a test measures a given area, under certain circumstances and with a given group (Burns, 1995: 217). Validity of the writing test covered content validity and construct validity. The discussion of each is presented below.

#### **a. Content Validity**

An achievement test has a content validity if it represents faithfully the objectives of a given instructional sequence and reflects the emphasis of these objectives as the instruction was carried out (Burns, 1995: 219). The researcher used content validity in which the test was developed based on the school-based curriculum of Junior High School year VIII of the 2<sup>nd</sup> semester of the English subject. The detailed instruments were illustrated in the following table:



**Table 4: Standard of Competence and Basic Competencies of the School-Based Curriculum of Junior High School Year VII of the first Semester of English Subject**

Standard of Competency	Basic Competencies	Indicators
6. Producing the meaning short functional texts and short essays in the form of descriptive and recount in the daily life context.	6. 2. Producing the meaning and the rhetoric of short essays in the form of descriptive and recount accurately, fluently, and acceptably in the daily life context.	<ul style="list-style-type: none"> <li>• Using grammar, vocabulary, and mechanics accurately in the descriptive texts.</li> <li>• Using the simple present tense in the descriptive texts.</li> <li>• Using correct generic structure of descriptive texts.</li> <li>• Writing descriptive texts.</li> <li>• Using grammar, vocabulary, and mechanics accurately in the recount texts.</li> <li>• Using simple past tense in recount texts</li> <li>• Using correct generic structure of recount texts</li> <li>• Writing recount texts</li> </ul>

**b. Construct Validity**

According to Davies and Pearse (2000: 172), “construct validity means that the exercises and the tasks in a test should be similar to those used in the course and correspondent to the general approach of the course.” The validity of an instrument is the determination of the extent to which the instrument actually reflects the abstract concept being examined. It means the test in the research measures what should be measured.

The scoring students’ writing test will be done by the researcher. It is done in reference to the categories of evaluating students’ writing adapted from Anderson (2003: 92) The following table presents the categories for evaluating writing and the ranging scores.

**Table 5: The Score Rubric for Evaluating Writing**

Categorization	Description
Ideas and development	
1	Weak development of topic
2	Adequate development of topic; listing of details
3	Good development of topic
4	Extensive development of topic; strong support of main idea with details
Organization	
1	Not organized
2	Sparsely organized; lack of sequence
3	Fairly well organized; flow with strong sequence evident
4	Complete organized; smooth flow with strong sequence
Vocabulary	
1	Poor or inappropriate word choice
2	Fair word choice; simple words
3	Good word choice; meaning is clear
4	Vivid and imaginative; appropriate use of vocabulary
Sentence structure	
1	Poor, many errors
2	Fair, choppy with variety
3	Adequate; few errors and some varieties of lengths
4	Excellent; no errors and a variety of lengths
Capitalization and punctuation	
1	Many errors (over 10)
2	Some errors (6-10)
3	Very few errors (1-5)
4	Error free
Spelling	
1	Many errors (over 10)
2	Some errors (6-10)
3	Very few errors (1-5)
4	Error free

There are six aspects to be assessed in students' writing, those are; ideas and development; organization; vocabulary; sentence structure; capitalization and punctuation; spelling. The score will be counted to find out the total score of the descriptive texts. Table 6 shows about the model of scoring composition.

**Table 6: Scoring Composition**

No	The Writing Aspects	The Maximum Score
1.	Ideas and development	1 – 4
2.	Organization	1 – 4
3.	Vocabulary	1 – 4
4.	Sentence structure	1 – 4
5.	Capitalization and punctuation	1 – 4
6.	Spelling	1 – 4
	Total score	6 – 24

## **2. Reliability of the Instrument**

The reliability of a research instrument is the degree of consistency with which the instrument measures the attribute. It is supposed to be measuring. Reliability can be equated with stability, consistency or dependability of measuring tool. McMillan and Schumacher (2001: 181) states that “reliability is the consistency of measurement, the extent to which the scores are similar over different time from the same instrument or occasions of data collection.” In this research, inter-rater reliability will be used. A measure of the consistency between the ratings or values assign to an attribute that is being rated or observed. It is usually expressed as a percentage of agreement between two raters/ observers or as a coefficient of agreement which may then be expressed

as a probability. Raters are often used when students products or performances cannot be scored objectively as right or wrong but require rating of degree. “The use of raters result in the subjectivity that comes hand in hand with an interpretation of the product or performance” (Stemler, 2004)

The results of the writing test will be assessed by two raters to make the data reliable. The first rater is a junior high school English teacher. She has been teaching English four years in SMP Muhammadiyah 1 Sayegan Sleman. The second rater is the researcher. Inter-rater validity will be applied to the two sets of data from those assessors.

The reliability of the instrument for learning achievement will be obtained by applying SPSS (*Statistic Package fo Social Science*) version 16.00 windows computer program. Meanwhile, to determine the level of instrument reliability, the norm of categorizing the correlation coefficient will be employed. The following practical rule below is the norm proposed by Suharto (2006: 84).

**Table 7: Value of the Reliability Coefficient**

No	Reliability Coefficient	Category
1	0.800 – 1.000	Very high
2	0.600 – 0.799	High
3	0.400 – 0.599	Fair
4	0.200 – 0.399	Low
5	0.000 – 0.199	Very low

(Suharto, 2006: 24)

## F. Data Collecting Technique

With the cooperation of the principal and the teacher of English in SMP Muhammadiyah 1 Seyegan, Sleman, the time table was set up for the treatments, the pre-test and the post-test. This research was conducted on November 2012.

**Table 8: The Time Allocation of the Implementation of Using Mind mapping in teaching Writing and the Administration of the Tests.**

Groups	Pre-Test	Treatment	Post-Test
Experimental	November 6 <sup>th</sup> , 2012	November 2012	November 27 <sup>th</sup> , 2012
Control	November 3 <sup>rd</sup> , 2012	--	November 28 <sup>th</sup> , 2012

The experimental group (VIII C) was used mind mapping in their teaching and learning of writing. Meanwhile, the control group (VIII A) did not use mind mapping as their technique. They had the usual material from the worksheet. The pre-test was conducted on Tuesday, November, 6<sup>th</sup>, 2012 for the experimental group, and on Saturday, November 3<sup>rd</sup>, 2012, for control group. The treatment was conducted in 8 meetings for the experimental and control groups, and it was 4 meetings per week. One meeting had forty minutes of duration and two meetings had eighty minutes duration. It was on Tuesday (12.20 – 13. 40), Wednesday (09.00 – 10.35). Meanwhile, the meeting on the control group was on Wednesday ( 07.00 – 08.20) and on Saturday (09.55 – 11.15).

After the treatment was given to the experimental group, the researcher conducted the post-test on November, 27<sup>th</sup>, 2012, for the experimental, and on November, 28<sup>th</sup>, 2012 for the control group.

## G. Data Analysis Technique

The techniques to analyze the data in this research are descriptive analysis and inferential analysis.

### 1. Scale Category

The categorization of scores gained by students was made to find out the level of students' writing ability. The scores categorization of students' writing ability was based on the ideal score. The highest score is 96. The highest score is from the maximum score of each writing aspect. The maximum score of each aspect is 4 and the minimum score of each aspect is 1.

**Table 9: The Minimum and Maximum Score**

No	The Writing Aspects	The Minimum -Maximum Score
1.	Ideas and development	1 – 4
2.	Organization	1 – 4
3.	Vocabulary	1 – 4
4.	Sentence structure	1 – 4
5.	Capitalization and punctuation	1 – 4
6.	Spelling	1 – 4
	Total score	6 – 24

The topics that taught in this research were 4 topics such as: describing animal, people, things, and family. A student with highest score means he or she gets the maximum score in each aspect in four topics or mathematically can be described as follow:

$$\begin{aligned}\text{The highest score} &= \text{the maximum score} \times \text{writing aspects} \times \text{topics} \\ &= 4 \times 6 \times 4 = 96\end{aligned}$$

The description of the students' highest score in the table of score is described below:

**Table 10: Value of the Reliability Coefficient**

	Aspects	I & D	Org	Voc	S S	C & P	Spell	Total
<b>Topic</b>	Describing animal	4	4	4	4	4	4	24
	Describing people	4	4	4	4	4	4	24
	Describing things	4	4	4	4	4	4	24
	Describing Family	4	4	4	4	4	4	24
	<b>The Highest Score</b>							96

Furthermore, as described above the lowest score is 24. The ideal means score (Mi) and ideal standard deviation (SDi) could be calculating using the formula as follows:

$$\begin{aligned}
 \text{Mi} &= \frac{(\text{possible maximal score} + \text{possible minimal score})}{2} \\
 &= \frac{96 + 24}{2} \\
 &= 60.00
 \end{aligned}$$

$$\begin{aligned}
 \text{SDi} &= \frac{(\text{possible maximal score} - \text{possible minimal score})}{6} \\
 &= \frac{96 - 24}{6} \\
 &= 12.00
 \end{aligned}$$

The frequency distribution of the scores of the students' writing ability can be categorized into six levels, namely, *excellent*, *very good*, *good*, *poor*, *verypoor* and *extremely poor*.



**Table 11: The Score Category**

<b>Interval</b>	<b>Category</b>
84.00 – 95.00	Excellent
72.00 – 83.00	Very good
60.00 – 71.00	Good
48.00 – 59.99	Poor
36.00 – 47.00	Very Poor
24.00 – 35.00	Extremely Poor

## **2. The Descriptive Analysis**

The descriptive are aimed at providing answers to the research question about the effect of using Mind Mapping to improve students' writing ability. The statistics used in computation are the mean and standard deviation.

### **a. Mean**

Mean is used to know the average score of the subject of this research. It is calculated by SPSS (*Statistical Package for the Social Sciences*) version 16.00 for windows computer program.

### **b. Standard Deviation**

Standard Deviation is used to know the average variability of all scores around the mean. It is calculated by SPSS (*Statistical Package for the Social Sciences*) version 16.00 for windows computer program.

## **3. Inferential Statistics**

The inferential statistics is focused to answer the question of the formulation of the problem, which is whether there is a significant difference in English learning between the junior high school students in eighth grade who

are taught by using mind mapping as technique and those of students who are taught without using it.

#### **a. Test of Normality**

Test of normality is aimed at knowing whether or not the data gathered show a normal distribution. This test was done by the computer program of distribution normality test carried out by using the SPSS (*statistic package for social science*) version 16.00 windows computer program. For this, the Chi-square formulae will apply. The formulae is as follows:

$$\chi^2 = \sum \frac{(f_o - f_e)^2}{f_e}$$

Where:  $f_o$  = The Sample Observation Frequency

$f_e$  = The Expected Frequency

(Arikunto, 2002: 259)

#### **b. Test of Homogeneity**

This test is used to find out whether or not the sample variance is homogenous, is the score of one group have homogenous variance with the scores of the other groups or not. This test was done by the computer program of F-test carried out using the SPSS (*statistic package fo social science*) version 16.00 windows computer program.

### c. Test of Hypothesis

In order to test the hypothesis, the t-test was used. The formulae is as follows.

$$t = \frac{X_1 - X_2}{\sqrt{\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2} \left( \frac{1}{n_1} + \frac{1}{n_2} \right)}}$$

Where:

$X_1$  = mean of the control group

$X_2$  = mean of the experimental group

$s_1$  = standard of deviation of the control group

$s_2$  = standard of deviation of the experimental group

$n_1$  = the number of students of the control group

$n_2$  = the number of students of the experimental group

(Hadi, 2004: 312)

## **CHAPTER IV**

### **RESEARCH FINDING AND DISCUSSION**

#### **A. Descriptive Analysis**

As mentioned in pervious chapter, this research aim is to find out whether there is a significant difference between writing ability of eighth grade students taught using mind mapping and that taught without using mind mapping as a technique. There are two kinds of tests given, namely the pre-test (the test is given before the treatment) and post-test (the test is given after the treatment). These data are obtained from the experimental group's pre-test and post-test scores and the control group's pre-test and post- test scores.

The data are analyzed by using the SPSS computer program. In this chapter includes the descriptive analysis, inferential analysis, and discussion. The descriptive analysis describes writing scores. The inferential analysis explains pre-testing analysis and hypothesis testing, while discussion describes the result of the hypothesis testing.

#### **1. Data Description**

The data description explains the results of the tests. The descriptive analysis is applied to provide the calculation of the mean, the standard deviation of the two variables, the highest score and the lowest score. The ideal mean and the ideal standard deviation are used to determine the score classification. In categorizing the score, the researcher used the classification in the table of score category. The research using SPSS for computer to make the categorization of students scores of writing ability.

The sample of the study is 46 students which experimental class consists of 23 students and control classes consist of 23 students. The data are taken from the result of writing test. The data descriptions are as follows.

**a. Pre-Test**

**1) Control Class (VIII A)**

Control class is a class taught not by using Mind mapping which consists of 35 students. The calculation of descriptive analysis results the data in the following table.

**Table 12: The Result of Writing Pre-Test in the Control Class**

Description	Value
Mean	37.09
SD	6.882
Median	34.00
Max. Score	52
Min. Score	28
N	23

From the result of pre-test, it is found that the minimum score is 28, and the maximum score is 52. Furthermore, by using computation of SPSS computer program, it is found that the mean is 37.09, the median is 34.00, and the standard deviation is 6.882.

Meanwhile, the students score categorization of writing is based on the ideal score. The ideal mean score (Mi) was 60 and ideal standard deviation was 12. The result of the score category on the students writing ability of the pre-test score of the experimental group can be seen in the following table.

**Table 13: The Categorization of Writing Pre-Test Scores of the Control Class**

No	Score	Frequency		Categorization		
		F	F (%)	Category	Category	Percent (%)
1.	84.00 – 95. 99	0	0	Excellent	High	0%
2.	72.00 – 83. 99	0	0	Very Good		
3.	60.00 – 71. 99	0	0	Good		
4.	48.00 – 59. 99	1	4.3	Poor	Low	100%
5.	36.00 – 47.99	9	39.1	Very Poor		
6.	24.00 – 35. 99	13	56.5	Extremely Poor		
Total		23	100			

Table shows that all students are categorized in a low category as the score obtained is less than 60. This can be seen from the score showing that 13 (56.5%) students are in the extremely poor category. Meanwhile 9 (39.1%) students are in the very poor category. There is one student (4.3%) is categorized as poor category. The excellent category, the very good category and the good category were categorized into the high category. Furthermore, the poor category, the very poor category, and the extremely poor category were categorized into the low category. Therefore, based on the data above, it is concluded that most students are in the low category (100%).

## 2) Experimental Class (VIII C)

The experimental class is the class taught by using Mind Mapping. The calculation of descriptive analysis results the data in the following table.

**Table 14: The Result of Writing Pre-Test Scores of the Experimental Class**

Description	Value
Mean	37.87
SD	7.812
Median	36.00
Max. Score	53
Min. Score	28
N	23

From the result of the pre-test, it is found that the minimum score is 28, and the maximum score is 53. Besides, by using computation of SPSS computer program, it is found that the mean is 37.87, the median is 36.00, and the standard deviation is 7.812. For the frequency distribution of the writing pre-test of the experimental class can be seen below.

Meanwhile, the students score categorization of writing is based on the ideal score. The ideal mean score (Mi) was 60 and ideal standard deviation was 12. The result of the score category on the students writing ability of the pre-test score of the experimental group can be seen in the following table.

**Table 15: The Categorization of Writing Pre-Test Scores of the Experimental Class**

No	Score	Frequency		Categorization		
		F	F (%)	Category	Category	Percent (%)
1.	84.00 – 95. 99	0	0	Excellent	High	0%
2.	72.00 – 83. 99	0	0	Very Good		
3.	60.00 – 71. 99	0	0	Good		
4.	48.00 – 59. 99	1	4.3	Poor	Low	100%
5.	36.00 – 47.99	10	43.5	Very Poor		
6.	24.00 – 35. 99	12	52.2	Extremely Poor		
Total		23	100			

Table shows that all students are categorized in a low category as the score obtained is less than 60. This can be seen from the score showing that 12 (52.2%) students are in the extremely poor category. Meanwhile, 10 (43.5%) students are in the very poor category. Moreover, 1 student (4.3%) is categorized as poor category. The excellent category, the very good category and the good category were categorized into the high categories, while the poor category, the very poor category, and the extremely poor category were categorized into the low categories. Therefore, based on the data above, it is concluded most students are in the low category (100%).



### 3) The comparison of writing between pre-test of the control class and the experimental class

The following table is the comparison between the pre-test of the control class and the experimental class.

**Table 16: The Comparison between the Scores of Writing Pre-Test of the Control and the Experimental Class.**

Description	Control Group	Experimental Group
Mean	37.09	37.87
SD	6.882	7.812
Median	34.00	36.00
Max. Score	52	53
Min. Score	28	28
N	23	23

From the pre-test, it is found that F observed is 1.289, while F table is 4.062 with p is 0.274, the significance is 5 %, and df is 44. It means  $F_{\text{observed}} = 1.289 < F_{\text{table}} = 4.062$ . It can be concluded that writing scores of the students both in the control class and the experimental class in the pre-test has no significant difference or homogeneous. The resume of the F-test is as follows.

**Table 17: The Resume of the T-Test Result of Writing Pre-Test**

Data	F-observed	F-table	df	P	Interpretation
Pre-test	1.289	4.062	44	0.274	$F_o < F_t =$ homogenous

## b. Post Test

### 1) Control Class (VIII A)

The calculation of descriptive analysis results the data in the following table.

**Table 18: The Result of Writing Post Test Scores of the Control Class**

Description	Control Group
Mean	39.13
SD	5.554
Median	38.00
Max. Score	52
Min. Score	32
N	23

From the result of *post test*, it is found that the minimum score is 32, and the maximum score is 52. Besides, by using computation of SPSS computer program, it is found that the mean is 39.13, the median is 38.00 and the standard deviation is 5.554.

Meanwhile, the students score categorization of writing is based on the ideal score. The ideal mean score ( $M_i$ ) was 60 and ideal standard deviation was 12. The result of the score category on the students writing ability of the pre-test score of the experimental group can be seen in the following table.

**Table 19: The Categorization of Writing Post Test Scores of the Control Class**

No	Score	Frequency		Categorization		
		F	F (%)	Category	Category	Percent (%)
1.	84.00 – 95. 99	0	0	Excellent	High	0%
2.	72.00 – 83. 99	0	0	Very Good		
3.	60.00 – 71. 99	0	0	Good		
4.	48.00 – 59. 99	1	4.3	Poor	Low	100%
5.	36.00 – 47.99	13	56.5	Very Poor		
6.	24.00 – 35. 99	9	39.1	Extremely Poor		
Total		23	100			

Table shows that all students are categorized in a low category as the score obtained is less than 60. This can be seen from the score showing that that 9 (39.1%) students are in the extremely poor category. Meanwhile, 13 (56.5%) students are in the very poor category. Moreover, 1 student (4.3%) is categorized as poor category. The excellent category, the very good category and the good category were categorized into the high categories, while the poor category, the very poor category, and the extremely poor category were categorized into the low categories. Therefore, based on the data above, it is concluded most students are in the low category (100%).

## 2) Experimental Class (VIII C)

The calculation of descriptive analysis results the data in the following table.

**Table 20: The Result of Writing Post Test Scores of the Experimental Class**

Description	Experimental Group
Mean	42.91
SD	4.284
Median	42.00
Max. Score	51
Min. Score	36
N	23

From the result of the post test, it is found that the minimum score is 36, and the maximum score is 51. Besides, by using computation of SPSS computer program, it is found that the mean is 42.91, the median is 42.00, and the standard deviation is 4.284.

Meanwhile, the students score categorization of writing is based on the ideal score. The ideal mean score ( $M_i$ ) was 60 and ideal standard deviation was 12. The result of the score category on the students writing ability of the pre-test score of the experimental group can be seen in the following table.

**Table 21: The Categorization of Writing Post Test Scores of the Experimental Class**

No	Score	Frequency		Categorization		
		F	F (%)	Category	Category	Percent (%)
1.	84.00 – 95. 99	0	0	Excellent	High	0%
2.	72.00 – 83. 99	0	0	Very Good		
3.	60.00 – 71. 99	0	0	Good		
4.	48.00 – 59. 99	3	13.0	Poor	Low	100%
5.	36.00 – 47.99	18	78.3	Very Poor		
6.	24.00 – 35. 99	2	8.7	Extremely Poor		
Total		23	100			

Table shows that all students are categorized in a low category as the score obtained is less than 60. This can be seen from the score showing that 2 (8.7%) students are in the extremely poor category. Meanwhile 18 (78.3%) students are in the very poor category. Moreover, 3 students (13.0%) is categorized as poor category. The excellent category, the very good category and the good category were categorized into the high categories, while the poor category, the very poor category, and the extremely poor category were categorized into the low categories. Therefore, based on the data above, it is concluded that most students are in the low category (100%).

### 3) The comparison between writing scores of the post test in the control class and in the experimental class.

The following table is the comparison between writing of the post test of the control class and the experimental class.

**Table 22: The Comparison between the Scores of Writing Post Test of the Control and the Experimental Class**

Description	Control Group	Experimental Group
Mean	39.13	42.91
SD	5.554	4.284
Median	38.00	42.00
Max. Score	52	51
Min. Score	32	36
N	23	23

From the post test, it is found that the mean of the control class is 39.13 and the mean of the experimental class is 42.91. At glance, the experimental class has higher achievement than the control class as the experimental class mean is higher than the control one. It means that the students who belong to the experimental class had better promotion in writing skill than that of the control class. It can be said that using mind mapping could improve students writing skill.

### 4) Comparison between the Experimental Class and the Control Class

In this section the comparison between two classes is discussed. The mean values of the pre-test and posttest of the experimental class are compared and there is difference. The mean value of the pre-test in experimental class is 37.87, whereas that of the post test was 42.91. Thus,

then the gain score is 5.04. It means that there is a progress after treatment. The majority of the students' pre-test scores were in the extremely poor category that means the most students were categorized into the low category (52.2%), whereas the posttest was categorized to the very poor category (78.3%) that means most students were categorized in the low category. It can be said that there was a progress from the pre-test to that of the post test after treatment using mind mapping.

Meanwhile, there was also a difference between the score of the pre-test and posttest of the control group. The mean value of the pre-tests was 37.09 whereas the posttest was 39.13. It can be concluded that the students writing ability scores of the control group in which the treatment was not applied in increasing 2.04 point. The majority of the students' pre-test scores were in the extremely poor category (56.5%), whereas the posttest was categorized to the very poor category (56.5%) that means most students was categorized in the low category.

## **B. Inferential Analysis**

In the inferential analysis, the researcher describes pre-testing analysis and hypothesis testing.

### **1. Pre-testing Analysis**

Before doing hypothesis testing, pre-testing analysis should be done first. Pre-testing analysis consists of two tests; they are normality test to test whether the scores distribution of the samples are normal or not; and homogeneity test to

test whether the samples' variation are homogeneous or not. The results are as follows:

**a. Normality test**

Normality test is used to find whether the scores' distribution of the samples is normal or not. All the computation data are computed by using SPSS 2000 Sutrisna Hadi and Yuni Parmadiningsih edition. The normality test taken is Chi-Square test. In writing testing the researcher makes the table of normality as follows.

**Table 23: The Result of Normality Test of Writing**

Variables	Df	$\chi^2$	$\chi^2_t$	Interpretation
Pre-test of the control class	3	4.405	7.815	Normal
Pre-test of the experimental class	3	6.818	7.815	Normal
Post-test of the control class	3	2.866	7.815	Normal
Post-test of the experimental class	3	6.819	7.815	Normal

$\chi^2_o$  = the observed Chi-Square

$\chi^2_t$  = the Chi-Square of the table in the level of significance of 5%

$df$  = Degree of Freedom

Based on the Table 16, the results are as follows:

a) Normality test of pre-test of the control class

From the table above, it is founded that in the pre-test of the control class, the result of the Chi-Square ( $\chi^2$ ) is 4.405, with degree of freedom = 3, and the significance is 5%, while the chi-table ( $\chi^2_t$ ) is 7.815. As Chi-Square



is lower than the chi-table, it can be concluded that the scores of the writing pre-test of the control class have normal distribution.

b) Normality test of pre-test of the experimental class

From the table above, it is founded that the result of the Chi-Square ( $\chi^2$ ) is 6.818 with degree of freedom = 3, and the significance is 5%, while the chi-table ( $\chi^2_t$ ) is 7.815. As the Chi-Square value is lower than the chi-table, it can be concluded that the scores of the writing pre-test of the experimental class have normal distribution.

c) Normality test of post-test of the control class

From the table above, it is founded that the result of the Chi-Square ( $\chi^2$ ) is 2.866 with degree of freedom = 3, and the significance is 5%, while the chi-table ( $\chi^2_t$ ) is 7.815. As the Chi-Square value is lower than the chi-table, so it can be concluded that the scores of the writing post test of the control class have normal distribution.

d) Normality test of post-test of the experimental class

From the normality test done by using SPSS, it is founded that the result of the Chi-Square ( $\chi^2$ ) is 6.819 with degree of freedom = 4, and the significance is 5%, while the chi-table ( $\chi^2_t$ ) is 7.815. As the Chi-Square value is lower than the chi-table, it can be concluded that the scores of the writing pre-test of the experimental class have normal distribution.

## **b. Homogeneity test**

### 1) Homogeneity test of pre-test

From the homogeneity test done by using SPSS, it is found that the F observed value in the pre-test is 1.289, while F table with which the degree of freedom is 44 versus 1, and the significance is 5% is 4.062. In the calculation of the homogeneity, if F observed value  $<$  F table, it means that the data are homogeneous. In this case, F observed (1.289)  $<$  F table (4.062), so the pre-test of writing is homogeneous

### 2) Homogeneity of post-test

The F-observed value in the pre-test is 1.680, while F table with which the degree of freedom is 44 versus 1, and the significance is 5% is 4.062. In the calculation of the homogeneity, if F observed value  $<$  F table, it means that the data are homogeneous. In this case, F observed (1.680)  $<$  F table (4.062), so the post-test of writing is homogeneous

## **c. Hypothesis testing**

Hypothesis testing is used to test whether the hypothesis null is acceptable or not. The function of the null hypothesis ( $H_0$ ) is to predict that the hypothesis has no legal effect. The null **hypothesis ( $H_0$ )** is as follows:

*There is no significant difference between writing skill of the students who are taught by using Mind Mapping and those who are taught by using conventional technique.*

The researcher presents each hypothesis and the data in this research analyzed with the help of SPSS. The test taken is *t-test*. In *t-test*, if the value of *t*-

observed is higher than t-table, the alternative hypothesis ( $H_a$ ) is accepted, and the null hypothesis ( $H_o$ ) is rejected. **Hypothesis alternative ( $H_a$ )** is as follows.

*There is a significant difference between writing skill of students who are taught using Mind Mapping and those who are taught by using a conventional technique.*

The formulation used is t-test. The summary of the result is as follows.

**Table 24: The Students Scores of Writing Post Test in the Experimental class and the Control Class**

Class	N	$\bar{X}$	SD
Experimental class	23	42.91	4.284
Control class	23	39.13	5.554

Table 17 shows that the mean score of the experimental group (42.91) after the treatment is higher than that of the control group (39.13). The t-test formula is applied to test whether there are significantly and different results of the two groups. The result of the t-test can be described in the following table.

**Table 25: The Resume of the T-Test Result of Writing**

Variables	d.f	t-observed	p	Interpretation
Control class and Experimental class	44	2.586	0. 013	$P < \text{level of significance } 5\% = \text{ssignificant}$

From the table above, it shows that t observed is 2.586, with degree of freedom 44 and the value of probability 0. 013. The value of probability is lower than the level of significance 5% (0. 05). Statistically, if the value of probability <

the level of significance 5% (0.05), the difference is significant. The alternative hypothesis is accepted and the null hypothesis is rejected. It can be concluded that there is significant difference between writing skill of the students who are taught using mind mapping and those who are taught using a traditional technique.

### **C. Discussions**

In this sub chapter, the researcher discusses the research findings that include the test result and the effectiveness of the medium used in teaching writing. The result of research states that the hypothesis statement “there is a significant difference between writing ability of the students who are taught by using mind mapping and those who are taught by using traditional technique” is accepted. It means technique helps the teacher in teaching a lesson in order that the teaching learning process will be more interesting. Technique in teaching learning process is used as a means of achieving the learning objectives. In order to achieve the objective of learning writing, the requirements of effective teaching and learning English writing are adequately met.

The research conducted in Muhammadiyah 1 Seyegan Sleman, in class VIII A, VIII B, and VIII C. Whereas the VIII A (control class) consists of 23 students and VII C (experimental class) consists of 23 students. Moreover, it is found that there is significant difference between writing skill of students who are taught using mind mapping and those taught by using traditional technique. It can be seen from the value of probability which is lower than the level of significance. In this case,  $p$  was 0.013 and the level significance 5% (0.05).

Furthermore, this research results support the theory from Silberman, 2011:200, stating that mind mapping is a creative way for every student to create ideas, to note what needed to be learned, or to plan new assignment. Asking students to make a mind map gives them a chance to identify what they have been learned and what they are learning Mind mapping can give a stimulus to students to learn writing. The use of mind mapping in classroom can improve the students' writing skill. It is an attractive and effective technique in teaching and learning writing.

## **CHAPTER V**

### **CONCLUSIONS AND SUGGESTIONS**

This chapter presents the conclusion and suggestions of the research. The conclusions are formulated from the research questions, while the suggestions present the recommendation for teachers, further researchers and related parties.

#### **A. Conclusions**

The conclusion of this research is drawn in reference to the result of the data analysis. Based on the previous discussion, general conclusion can be drawn.

First, writing ability of the two groups of students (who were taught using mind mapping and who were not) before the treatment was different. Before the treatment, the mean of the experimental group was 37.87. Nevertheless, after the treatment is given to the experimental group, there is a difference in the mean score. The mean score of the experimental group increased 5.04 become 42.91. Briefly, before the treatment 12 students are categorized as extremely very poor category group. After the treatment, only 2 last students are categorized as extremely poor category (8.7%).

Second, writing skill of the class who were taught using traditional technique in pre test and post test were different. The mean of pre test in the control class was 37.09. Nevertheless, the researcher conducted post test and the mean increase 2.04 point to 39.13. In pre test there are 13 students are

categorized as extremely poor category group. In post test, only 9 last students are categorized as extremely poor category (39.1%).

Third, there is a significant difference between the writing skill of the eighth grade students of Muhammadiyah 1 Seyegan Sleman who were taught using mind mapping and who were taught without it. It is proved from the result of the *t*-test. From the statistical analysis, *t*-observed was 2.568, with degree of freedom 44 and the significant level 5%. Statistically, if the value of probability (*p*) < than the level of significance, the difference is significant. In this case, the value of was 0.013 and the level of significance 0.05 (5%). It means that  $p < 0.05$ , so the alternative hypothesis is accepted and the null hypothesis is rejected. It can be concluded that there is significant difference between writing ability scores of the students who are taught by using mind mapping and those who are taught by using conventional technique.

## **B. Suggestions**

Based on the previous discussion, there are some suggestions from the researcher to the teacher, the students and other researchers. With regard to the above conclusion, the researcher proposes the following suggestions:

### **1. To the English Teachers**

For English teachers, it is important to create good atmosphere in young learner's classroom by doing interesting and meaningful activities for the

learners. Using mind mapping can be one of strategies to realize it in teaching English lesson especially writing, it is recommended for teachers to use another strategy which is appropriate with young learners' characteristics in teaching English lesson.

## **2. To the Students**

The research findings can give advantages for the students. Mind mapping can motivate students to learn, increase the writing skill and finally reach their success in the English learning. Based on this research, the effect of mind mapping in the teaching and learning process of writing helps students to practice and increase their writing skill and also helps them to build their motivation in English writing processes.

## **3. To the Further Researcher**

For further researchers concerning the use of mind mapping in teaching writing, it is recommended that the use of mind mapping be used in another aspects and skills of language teaching. It also recommended having more than six meetings to implement the strategy of using mind mapping because in this study, limitation of time became a major problem.



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May 2012

### SOAL PRE-TEST

1. Choose one of the pictures. Write a short descriptive paragraph consisting of 5-7 sentences describing the picture.



2. Choose one of the pictures of famous people. Write a short descriptive paragraph consisting of 5-7 sentences describing the picture.



3. Choose one of the pictures of favorite room in the house. Write a short descriptive paragraph consisting of 5-7 sentences describing the picture.



My Living Room

My Pink Room.

4. Choose one of the pictures Family members. Write a short descriptive paragraph consisting of 5-7 sentences describing the picture.



My Father



My mother

### SOAL POST-TEST

1. Choose one of the pictures. Write a short descriptive paragraph consisting of 5-7 sentences describing the picture.



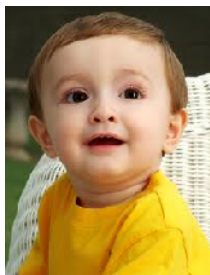
2. Choose one of the pictures. Write a short descriptive paragraph consisting of 5-7 sentences describing the picture.



3. Choose one of the pictures. Write a short descriptive paragraph consisting of 5-7 sentences describing the picture.



4. Choose one of the pictures. Write a short descriptive paragraph consisting of 5-7 sentences describing the picture.



My Adorable Little Brother



My beautiful sister

# SILABUS

Sekolah : SMP MUHAMMADIYAH 1 SEYEGAN SLEMAN  
Kelas : VIII ( Delapan )  
Mata Pelajaran : BAHASA INGGRIS  
Semester : 1 (Satu)

## Standar Kompetensi :Menulis

6. Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk *descriptive*, dan *recount* untuk berinteraksi dengan lingkungan sekitar

Kompetensi Dasar	Materi Pokok/Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
6. Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk <i>descriptive</i> , dan <i>recount</i> untuk berinteraksi	<ul style="list-style-type: none"> <li>•Teks monolog <i>descriptive / recount</i></li> <li>•Ciri kebahasaan teks <i>descriptive/ recount</i></li> <li>•Langkah retorika teks <i>descriptive/ recount</i></li> </ul>	<ol style="list-style-type: none"> <li>1. Membaca teks <i>descriptive/ recount</i></li> <li>2. Menjawab pertanyaan tentang informasi yang terdapat dalam teks</li> <li>3. Review kosakata dan tatabahasa</li> </ol>	<ul style="list-style-type: none"> <li>•Mendeskripsikan gambar yang tersedia dengan kosakata yang benar</li> <li>•Membuat kalimat <i>descriptive</i> berdasarkan gambar</li> </ul>	Tes tulis	<i>completion</i>	<p><i>Describe the pictures using the appropriate words</i></p> <p><i>Make a descriptive sentence based on</i></p>	4 x 40 menit	<ol style="list-style-type: none"> <li>1.Buku teks yang relevan</li> <li>2.Contoh teks fungsional</li> <li>3.Gambar</li> </ol>

Kompetensi Dasar	Materi Pokok/Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
dengan lingkungan sekitar		<p>terkait jenis teks descriptive/recount</p> <p>4. Mengembangkan langkah retorika teks <i>descriptive/recount</i></p> <p>5. Review tentang mind mapping dan kegunaannya</p> <p>6. Menulis kalimat yang mendeskripsikan benda atau binatang berdasarkan gambar yang tersedia</p> <p>7. Melengkapi rumpang dalam teks deskriptif</p> <p>8. Membuat draft teks <i>descriptive/recount</i> secara</p>	<ul style="list-style-type: none"> <li>• Melengkapi rumpang teks essay pendek berbentuk descriptive</li> <li>• Menulis teks pendek dan sederhana dalam bentuk descriptive/recount dengan langkah retorika yang benar</li> </ul>	Tes tertulis	<p><i>completion</i></p> <p>Teks <i>descriptive</i></p>	<p><i>the pictures below.</i></p> <p><i>Complete the descriptive texts based on the information from the pictures.</i></p> <p><i>Write a short descriptive text based on the available picture.</i></p>		<p>terkait materi dan topik</p> <p>4. Benda sekitar</p>

Kompetensi Dasar	Materi Pokok/Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
		mandiri menggunakan mind mapping 9. Menulis teks <i>descriptive/</i> <i>recount</i> berdasarkan draft yang dibuat 10. Mengumpulkan hasil tulisan yang telah dibuat						



### The Course Grid of the Implementation of Mind Mapping

	Basic Competency	Indicator	Topic	Material	Vocabulary Explored	Language Focus	Learning Activities	Media	Time
1	6.2. Producing the meaning and the rhetoric of short essays in the form of descriptive and recount accurately, fluently, and acceptably in the daily life context.	<ul style="list-style-type: none"> <li>• Students are able to use vocabulary and mechanics accurately in describing things.</li> <li>• Students are able to use correct generic structure of descriptive text.</li> <li>• Students are able to write other examples of</li> </ul>	Describing Animal	<b>Descriptive text</b> “Hiro the Penguin”  <b>Generic Structure:</b> 1. Identification  This part identifies a particular thing to be described. Identification	<b>Adjective:</b> Furry, brownish, short, black, white, adorable, funny  <b>Noun:</b> Penguin, mammal, fish, fur, leather, fur, orang utan, penguin, lion,	Present Tense S+V1s/es+O ...  <ul style="list-style-type: none"> <li>• Hiro is a adorable penguin.</li> <li>• It can only swim, dive and walk.</li> <li>• It cannot fly.</li> </ul>	1. Responding to a teacher explanation and question about descriptive text and mind mapping  2. Filling out the incomplete mind mapping diagram with correct words	Mind Mapping  <ul style="list-style-type: none"> <li>• A mind mapping and a descriptive text of a penguin, “Hiro the Penguin”</li> <li>• A simple incomplete mind mapping of Orang utan</li> <li>• A simple incomplete mind mapping of</li> </ul>	2x4 minutes

		descriptive texts.		<p>tion usually answer the following questions</p> <ul style="list-style-type: none"> <li>• What is the topic of the text?</li> <li>• What is the text about?</li> </ul> <p>2. Description</p> <p>It is a part of a paragraph, which describes the character. Describe parts, qualities, characteri</p>	tentacles , horn, tusks		<p>3. Describing pictures of mind mapping in simple sentence</p> <p>4. Make a descriptive text based on a mind mapping</p>	<p>animals</p> <ul style="list-style-type: none"> <li>• A complete mind mapping of a lion and incomplete descriptive text</li> </ul>	
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				stics, etc. 3. Closing  It presents the concluding comments. It expresses the author's personal opinion regarding the event described.					
2	6.2. Producing the meaning and the rhetoric of short	<ul style="list-style-type: none"> <li>Students are able to use grammar, vocabulary and mechanics accurately</li> </ul>	Describing famous people	Descriptive text  “Sule Prikitiw”  Generic	Adjective  Physical features: oval, round,	<ul style="list-style-type: none"> <li>Present Tense  S+V1s/es+O ...</li> <li>Action</li> </ul>	1. Responding to the teacher question about the text	Mind Mapping  <ul style="list-style-type: none"> <li>A mind mapping and a descriptive</li> </ul>	2x40 minutes

	essays in the form of descriptive and recount accurately, fluently, and acceptably in the daily life context.	<p>in describing people.</p> <ul style="list-style-type: none"> <li>• Students are able to use simple present tense in describing people</li> <li>• Students are able to use correct generic structure of descriptive text.</li> <li>• Students are able to write other examples of descriptive texts.</li> </ul>		<p>Structure:</p> <p>1. Identification</p> <p>This part identifies a particular thing to be described.</p> <p>Identification usually answers the following questions</p> <ul style="list-style-type: none"> <li>• What is the topic of the text?</li> <li>• What is the text about?</li> </ul> <p>2. Descriptive</p>	<p>square, thin, thick, slanted, big, curly, straight, bald, black, blonde, brown, flat, pointed</p> <p>Noun</p> <p>Face, eyes, nose, lips, hair, skin, body</p>	<p>verb</p> <ul style="list-style-type: none"> <li>• Passive voice</li> </ul>	<p>2. Filling out the incomplete mind mapping diagram with correct words</p> <p>3. Describing pictures of mind mapping in simple sentence</p> <p>4. Filling out the incomplete descriptive paragraph about famous people based on the</p>	<p>text of famous people, “Sule Prikitiw”</p> <ul style="list-style-type: none"> <li>• A simple incomplete mind mapping of body parts</li> <li>• Incomplete descriptive texts</li> <li>• A picture and an incomplete descriptive paragraph</li> </ul>	
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				<p>on</p> <p>It is a part of a paragraph which describes the character. Describe parts, qualities, characteristics, etc.</p> <p>3. Closing</p> <p>It presents the concluding comments. It expresses the author's personal</p>			<p>information in the available mind mapping</p> <p>5. Make a mind mapping based on the available picture</p> <p>6. Make a descriptive paragraph based on the previous mind mapping</p>		
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				opinion regarding the event described					
3	6.2. Producing the meaning and the rhetoric of short essays in the form of descriptive and recount accurately, fluently, and acceptably in the daily life context.	<ul style="list-style-type: none"> <li>• Students are able to use grammar, vocabulary and mechanics accurately in describing things</li> <li>• Students are able to use preposition correctly</li> <li>• Students are able to use simple present tense in describing things</li> <li>• Students are able to</li> </ul>	Describing Room	<b>Descriptive text</b> “My lovely Room” <b>Preposition</b>  <b>Generic Structure:</b> 1. Identification  This part identifies a particular thing to be described. Identification	<b>Adjective:</b> favorite, comfortable, lovely, grey, large, flat, pink, purple, blue, stripes  <b>Noun:</b> Room, Bedroom, Living room, bed, pillow, cupboard	<ul style="list-style-type: none"> <li>• Present Tense            S+to be (is, am, are)+O...</li> <li>S+V1s/es+O...</li> <li>• Preposition            In, on, beside, in front of, behind, next to, between, among</li> </ul>	1. Responding to the teacher question about the text  2. Filling out the incomplete descriptive sentence using the correct preposition  3. Describing pictures of mind mapping in simple sentence	Mind Mapping <ul style="list-style-type: none"> <li>• A mind mapping and a descriptive text of a room “My Lovely Room”</li> <li>• Incomplete descriptive sentences</li> <li>• Incomplete mind mapping diagram of Erna’s room</li> <li>• Incomplete descriptive text</li> </ul>	2x40 minutes

		<p>use correct generic structure of descriptive text.</p> <ul style="list-style-type: none"> <li>• Students are able to write other examples of descriptive texts</li> </ul>		<p>tion usually answer the following questions</p> <ul style="list-style-type: none"> <li>• What is the topic of the text?</li> <li>• What is the text about?</li> </ul> <p>2. Description</p> <p>It is a part of a paragraph, which describes the character. Describe parts, qualities, characteri</p>	<p>d, carpet, box, lamp, wall, window, television, wall, sofa, blanket, floor, chair</p>		<p>4. Answer the questions about Erna's room</p> <p>5. Filling out the incomplete mind mapping about Erna's Room using the information based on the questions' answers</p> <p>6. Make a descriptive paragraph based on the</p>		
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				<p>stics, etc.</p> <p>3. Closing</p> <p>It presents the concluding comments. It expresses the author's personal opinion regarding the event described</p>			previous mind mapping		
4	6.2. Producing the meaning and the rhetoric of short essays in	<ul style="list-style-type: none"> <li>Students are able to use grammar, vocabulary and mechanics accurately in</li> </ul>	Describing family member	<p><b>Descriptive text</b></p> <p>“My Father”</p> <p><b>Noun Phrase</b></p>	<p><b>Adjective:</b></p> <p>old, young, healthy, long, tall, short,</p>	<ul style="list-style-type: none"> <li>Present Tense</li> </ul> <p>S+to be (is, am, are)+O...</p> <p>S+V1s/es+O...</p>	<p>1. Responding to the teacher questions about the text</p> <p>2. Arrange</p>	<ul style="list-style-type: none"> <li>mind mapping and a descriptive text of a room “My Father”</li> <li>Pictures and</li> </ul>	2x40 minutes



	the form of descriptive and recount accurately, fluently, and acceptably in the daily life context.	describing people <ul style="list-style-type: none"> <li>• Students are able to know how to make noun phrase correctly</li> <li>• Students are able to use simple present tense in describing people</li> <li>• Students are able to use correct generic structure of descriptive text. Students are able to write other examples of descriptive texts</li> </ul>		<p><b>Generic Structure:</b></p> <p>1. Identification</p> <p>This part identifies a particular thing to be described.</p> <p>Identification usually answers the following questions</p> <ul style="list-style-type: none"> <li>• What is the topic of the text?</li> <li>• What is the text</li> </ul>	black, red, thick, fat, slim, thin, famous, nice, handsome, pretty, old, green, proud, cute, simple	<ul style="list-style-type: none"> <li>• Noun Phrase</li> </ul>	the jumbled noun phrases	jumbled noun phrases <ul style="list-style-type: none"> <li>• a mind mapping diagram of a family picture and an incomplete descriptive text</li> <li>• a picture of family picture and an incomplete descriptive text</li> </ul>	
							<p>3. Filling out the incomplete descriptive text based on the information in the available mind mapping</p> <p>4. Make a mind mapping based on the available picture about a family picture</p>		

				<p>about?</p> <p>2. Description</p> <p>It is a part of a paragraph, which describes the character. Describe parts, qualities, characteristics, etc.</p> <p>3. Closing</p> <p>It presents the concluding comments. It expresses</p>	<p>skirt, trousers, blouse, boots, helmet, uniform, shoes</p>		<p>5. Filling out the incomplete descriptive text based on the previous mind map</p>		
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				the author personal opinion regarding the event described					
--	--	--	--	---	--	--	--	--	--

## LESSON PLAN

**Name of School** : SMP Muhammadiyah 1 Seyegan Sleman

**Subject** : English

**Class/Semester** : VIII/ 1

**Kind of text** : Descriptive text

**Skill Focus** : Writing

**Time Allocation** : 2X40 minutes

**A. Standard of Competencies** : 6. Producing the meaning short functional texts and short essays in the form of descriptive and recount in the daily life context.

**Basic Competency** : 6.2. Producing the meaning and the rhetoric of short essays in the form of descriptive and recount accurately, fluently, and acceptably in the daily life context.

**B. Indicators** :

Students are able to:

- Use grammar, vocabulary, and mechanics accurately in describing things.
- Use the simple present tense in describing people
- Students know how to make noun phrase
- Use correct generic structure of descriptive text.
- Write other examples of descriptive texts

**C. Teaching Objectives :**

In the end of the lesson students are able to

- use grammar, vocabulary, and mechanics accurately in the describing people

- make noun phrase
- use the simple present tense in describing things
- use correct generic structure of descriptive texts
- write other examples of descriptive texts

**D. Teaching Material:**

Descriptive text (Attached)

**E. Teaching Method:** *Three-Phase technique*

**F. Teaching Activity:**

**1. Opening**

- Greeting
- Praying
- Checking attendance list

**2. Main Activity**

**a. Presentation**

- Teacher shows a picture to the students
- Teacher asks the students to give some comments to the picture showed
- The teacher explains about the relationship between the picture and the descriptive text and makes a discussion with the students.

**b. Practice**

- The teacher divides the class into some groups.
- The teacher asks students to identify pictures given with their groups
- The teacher asks each group to correct their work of the other groups and discusses it with the students.

**c. Production**

- The teacher gives a picture to the students
- The students are asked to work individually.

- The students are asked to write simple descriptive text based on the picture.

### 3. Closing

- Give a conclusion and reflection
- Pray and say goodbye

### G. Source

1. English on Sky 2, for Junior High School Students Year VIII
2. [www.google.co.id/images](http://www.google.co.id/images)

### H. Evaluation

No	The Writing Aspects	The Score
1.	Ideas and development	1 - 4
2.	Organization	1 - 4
3.	Vocabulary	1 - 4
4.	Sentence structure	1 - 4
5.	Capitalization and punctuation	1 - 4
6.	Spelling	1 - 4
	Total score	6 - 24

### The Scheme of Scoring Writing

No	Nama	Aspek Penilaian						Skor	Nilai
		ID	Org	Voc	SS	CP	Spell		

ID : Ideas & Development

Org : Organization

Voc : Vocabulary

S S : Sentence Structure

C P : Capitalization & Punctuation

Spell : Spelling

**Pedoman Penilaian :**

**SKOR (ID, Org, Voc, SS, CP, Spell) X 10 = NILAI**

**10**

Yogyakarta, November 20<sup>th</sup>, 2012

Teacher

Researcher

**Murjivati, S.Pd.**

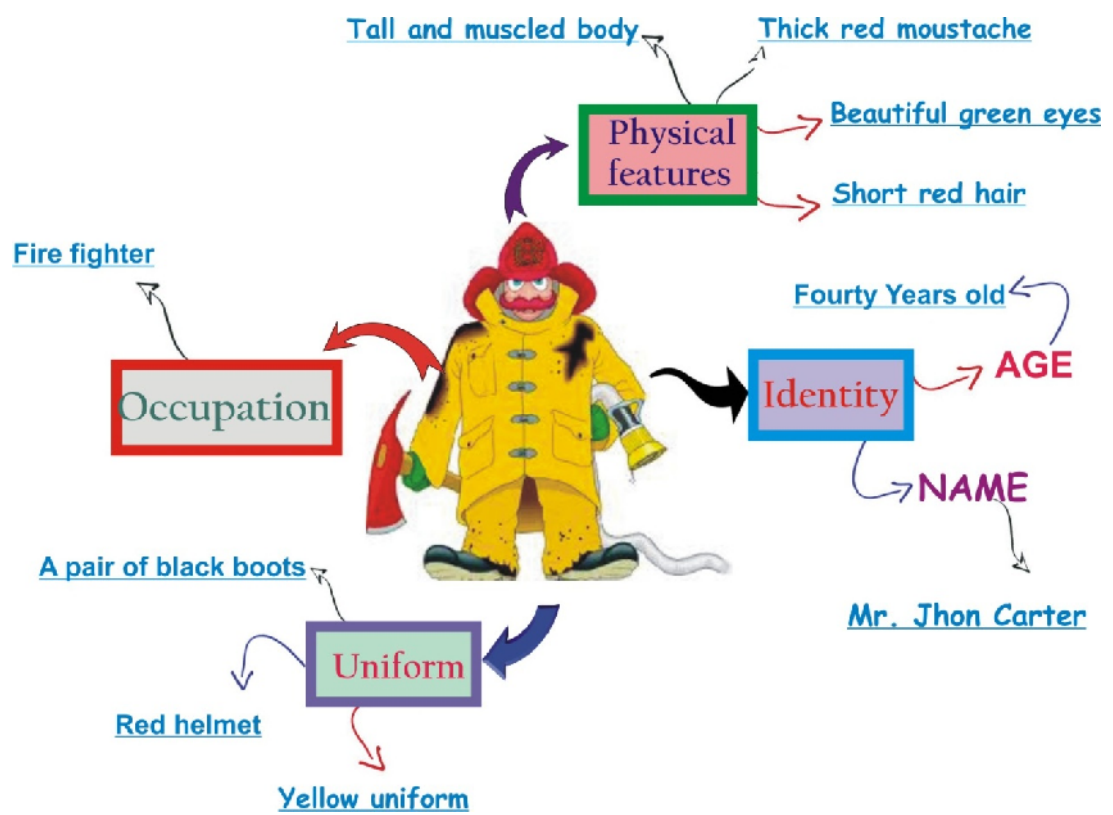
**Masfuatin Sholikhah**

NIM. 05202244111

## TEACHING OBJECTIVES

### TOPIC : DESCRIBING FAMILY MEMBERS

#### I. PRESENTATION





Read the descriptive paragraph below.

**My Father**



This is my father. His name is **Mr. Jhon Carter**. He is a **fire figther**. He is **fourty years old** on November this year. His **body** is **tall and muscled**. His hair is red and he has **beautiful green eyes** like me. He has **very thick red moustache** but i never like it because I think my father will be look younger without his moustache. He always wear his **yellow uniform, red helmet and a pair of black boots** when he works.

I am very proud of my father. Someday, when I grow up, I want to be like him.

*Image taken from: <http://www.google.com/fireman.html>.*

**NOUN PHRASE**

1.

- A beautiful hair
- A beautiful long hair
- A beautiful long black hair



2.

- A man
- An old man
- A strong old man



3.

- A rose
- A red rose
- A beautiful red rose



4.

- A baby
- A cute baby
- A cute American baby

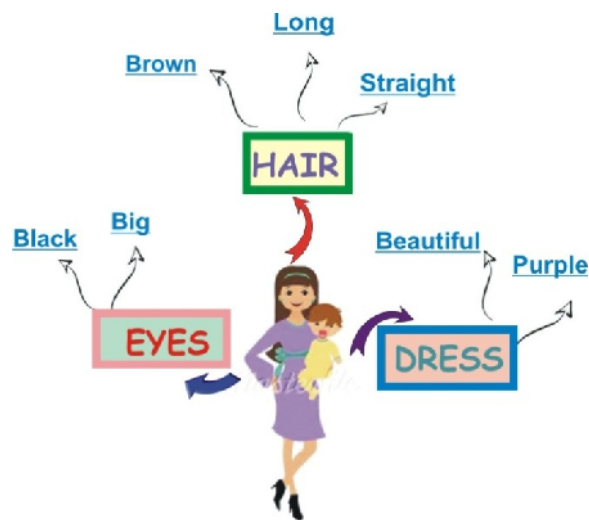


5.

- An apple
- A green apple
- A fresh green apple

## II. PRACTICE

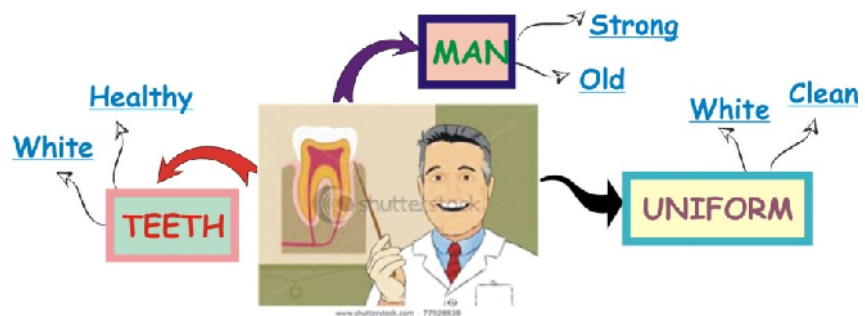
A. Complete the sentence below by arrange the jumble words into a corect noun phrase order.



1.

This is my mother. My mother is a housewife.

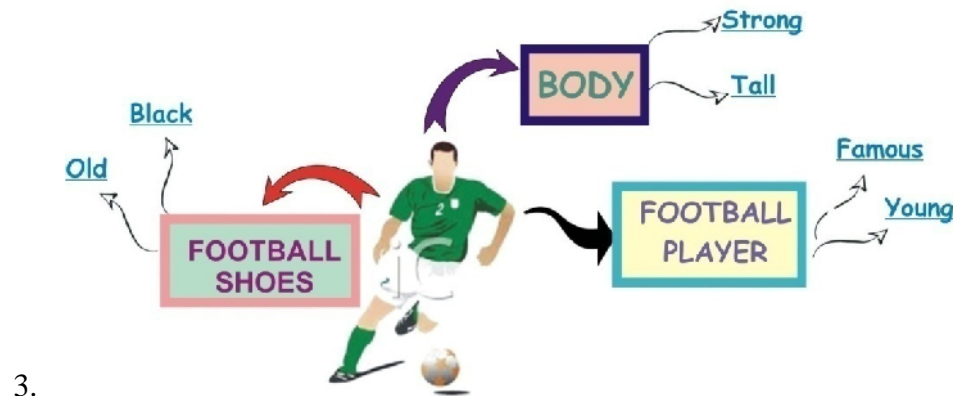
- a. She has a **long straight brown hair**.
- b. She also has ...
- c. She always wears a ... On Sunday.



2.

This is my father. My father is a dentist

- a. He is a ...
- b. He has ...
- c. When he works, he wears a ...



This is my brother. My brother is a football player.

- a. He is a ...
- b. He has ...
- c. He wears a pair of ...

**B. Complete the mind map diagram of the picture, and then fill the blanks in the descriptive text based on the information in the picture.**

### Me and My Parents's Picture



This is my favorite picture of me and my parents. In this picture we are sitting in a nice puffy brown (1) sofa and a \_\_\_\_\_(2) as the background. My mother looks very beautiful with her \_\_\_\_\_(3) hair and wears a \_\_\_\_\_(4), \_\_\_\_\_(5) and a pair of \_\_\_\_\_ (6) shoes. While my father also looks very handsome with his \_\_\_\_\_(7) hair and wears a

\_\_\_\_\_ (8) t-shirt, a pair of \_\_\_\_\_ (9) trouser and a pair of \_\_\_\_\_ (10) shoes. In this picture I sit between my mother and my father, wears a \_\_\_\_\_ (11) dress and barefoot.

### III. PRODUCTION

- A. Complete the mind map diagram of the picture, and then fill the blanks in the descriptive text based on the information in the picture.

#### Chibi Maruko's Family picture



This is Chibi Maruko's family picture. It is her favorite picture because all family members are in the picture. The first person from the left is Chibi's father. He has short black hair and his outfits in the picture are brown trousers and long sleeve orange t-shirt.

Second is her sister. She looks nice in the picture. She wears \_\_\_\_\_

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The third is her mother. She also looks very pretty in the picture. She is the one who have \_\_\_\_\_ and her outfits are \_\_\_\_\_

The fourth is her grandmother. She wears \_\_\_\_\_ and her favorite outfit \_\_\_\_\_

The fifth is her grandfather. He looks so wise in the picture. He has no hair or \_\_\_\_\_ and her outfits are \_\_\_\_\_

The last is Chibi Maruko herself. She looks very cute in the picture. She has round eyes and her outfit is only \_\_\_\_\_

They all look very happy in this picture

## LESSON PLAN

**Name of School** : SMP Muhammadiyah 1 Seyegan Sleman

**Subject** : English

**Class/Semester** : VIII (delapan) / 1

**Kind of text** : Descriptive text

**Skill Focus** : Writing

**Time Allocation** : 2x40 menit

**A. Standard of Competencies** : 6. Producing the meaning short functional texts and short essays in the form of descriptive and recount in the daily life context.

**Basic Competency** : 6.2. Producing the meaning and the rhetoric of short essays in the form of descriptive and recount accurately, fluently, and acceptably in the daily life context.

**B. Indicators** :

Students are able to:

- Use vocabulary and mechanics accurately in describing things.
- Use correct generic structure of descriptive text.
- Write other examples of descriptive texts

**C. Teaching Objectives :**

In the end of the lesson students are able to

- use vocabulary and mechanics accurately in the describing things
- use the simple present tense in describing people
- use correct generic structure of descriptive texts



- write other examples of descriptive texts

**D. Teaching Material:**

Descriptive text (Attached)

**E. Teaching Method: PPP**

**F. Teaching Activity:**

**1. Opening**

- Greeting
- Praying
- Checking attendance list

**2. Main Activity**

**a. Presentation**

- Teacher shows a picture to the students
- Teacher asks the students to give some comments to the picture showed
- The teacher explains about mind mapping and the advantages
- The teacher explains how to make a descriptive text using mind mapping
- The teacher shows an example of mind mapping

**b. Practice**

- The teacher divides the class into some groups.
- The teacher asks students to identify pictures given with their groups
- The teacher asks each group to correct their work of the other groups and discusses it with the students.

**c. Production**

- The teacher gives a picture to the students
- The students are asked to work individually.
- The students are asked to write simple descriptive text based on the picture using mind mapping

### 3. Closing

- Give a conclusion and reflection
- Pray and say goodbye

### G. Source

1. English on Sky 2, for Junior High School Students Year VIII
2. [www.google.co.id/images](http://www.google.co.id/images)

### H. Evaluation

No	The Writing Aspects	The Score
1.	Ideas and development	1 - 4
2.	Organization	1 - 4
3.	Vocabulary	1 - 4
4.	Sentence structure	1 - 4
5.	Capitalization and punctuation	1 - 4
6.	Spelling	1 - 4
	Total score	6 - 24

### The Scheme of Scoring Writing

No	Nama	Aspek Penilaian						Skor	Nilai
		ID	Org	Voc	SS	CP	Spell		

ID : Ideas & Development

Org : Organization

Voc : Vocabulary

S S : Sentence Structure

C P : Capitalization & Punctuation

Spell : Spelling

**Pedoman Penilaian :**

**SKOR (ID, Org, Voc, SS, CP, Spell) X 10 = NILAI**

**10**

Yogyakarta, November 7<sup>th</sup>, 2012

Teacher

Researcher

**Murjiyati, S.Pd.**

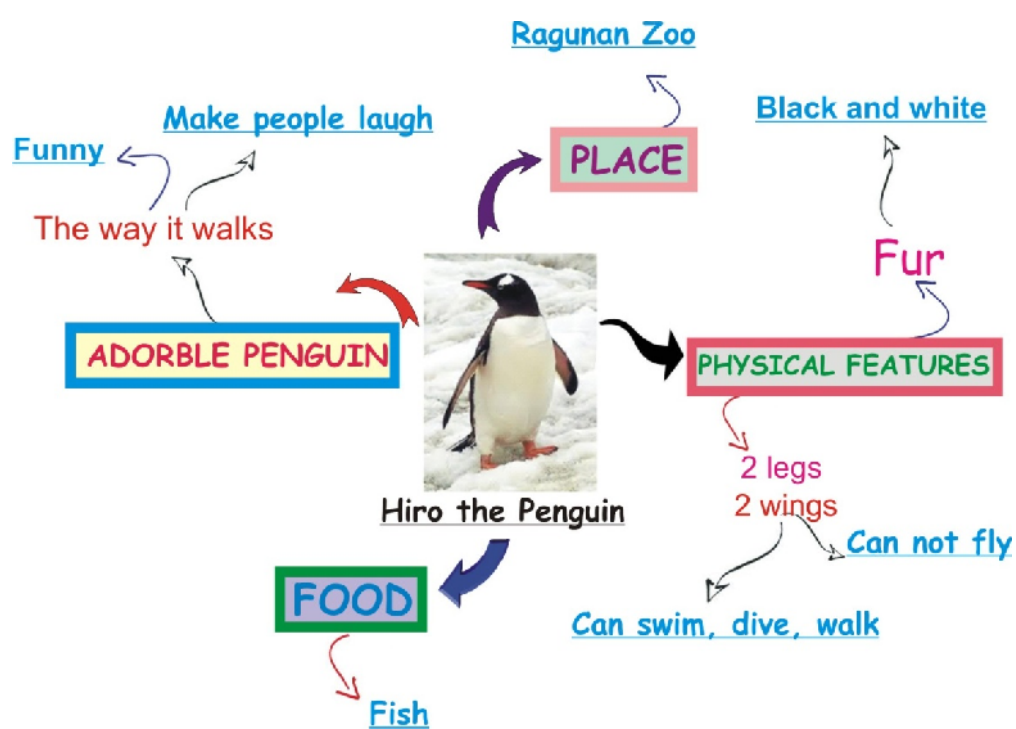
**Masfuatin Sholikhah**

NIM. 05202244111

## TEACHING MATERIAL

### TOPIC : DESCRIBING ANIMAL

#### I. PRESENTATION



**Read the descriptive paragraph below.**

**Hiro the Penguin**



Hiro is a penguin in Ragunan Zoo.

It is a male penguin. Just like other penguin it eats fish. It actually has short black and white fur, but many people still think that its fur is skin. It is got two short legs and two wings. Although it has wings, but it can not fly. It can only walk, dive and swim.

Hiro is very adorable penguin. The way it walks is very funny and always make people laugh.



**Identification**

**Description**

**Closing**

## **DESCRIPTIVE TEXT**

Descriptive text is a text or speech that is meant to give a verbal picture of an object, character, location, or event.

Purpose	<ul style="list-style-type: none"> <li>- to explain the process involved in the formation or working of natural or socio-cultural phenomena.</li> </ul>
Generic Structure	<p>General statement – Explanation – Closing</p> <p><b>Title (optional)</b></p> <p>It usually summarizes the text and informs specific participant.</p> <p>(e.g. <b>Hiro the Penguin</b>)</p> <p> <b>Part 1: Identification</b></p> <p>This part identifies a particular thing to be describe. Identification usually answer the following question:</p> <ul style="list-style-type: none"> <li>-What's the topic of the text?</li> <li>-What's the text about?</li> </ul> <p>(e.g. <b>Hiro is a penguin in Ragunan Zoo.</b>)</p> <p> <b>Part 2: Explanation/Description</b></p> <p>It It is a part of paragraph which describes the character. Describes parts, qualities, characteristics, etc.</p> <p>(e.g. <b>It is a male penguin. Just like other penguin it eats fish. It actually has short</b></p>

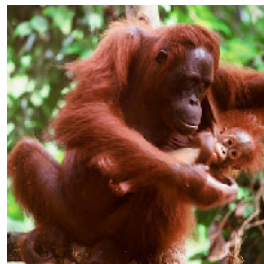
	<p><b>black and white fur, but many people still think that its fur is skin. It is got short legs and two wings. Although it has wings, but it can not fly. It can only walk, dive and swim.)</b></p> <p><b>Parts 3: Closing (Optional)</b></p> <p>It presents the concluding comments. It expresses the author's personal opinion regarding the events described.</p> <p><b>(e.g. Hiro is very adorable penguin. The way it walks is very funny and always make people laugh.)</b></p>
Language Features	<ul style="list-style-type: none"> <li>- Using Simple Present Tense</li> <li>- Using action verbs</li> <li>- Using passive voice</li> <li>- Using noun phrase</li> <li>- Using adverbial phrase</li> <li>- Using technical terms</li> <li>- Using general and abstract noun</li> <li>- Using conjunction of time and cause-effect.</li> </ul>

## II. PRACTICE

### Practice

A. Read the descriptive paragraph below and answer the questions.

#### **Bongo the Orangutan**



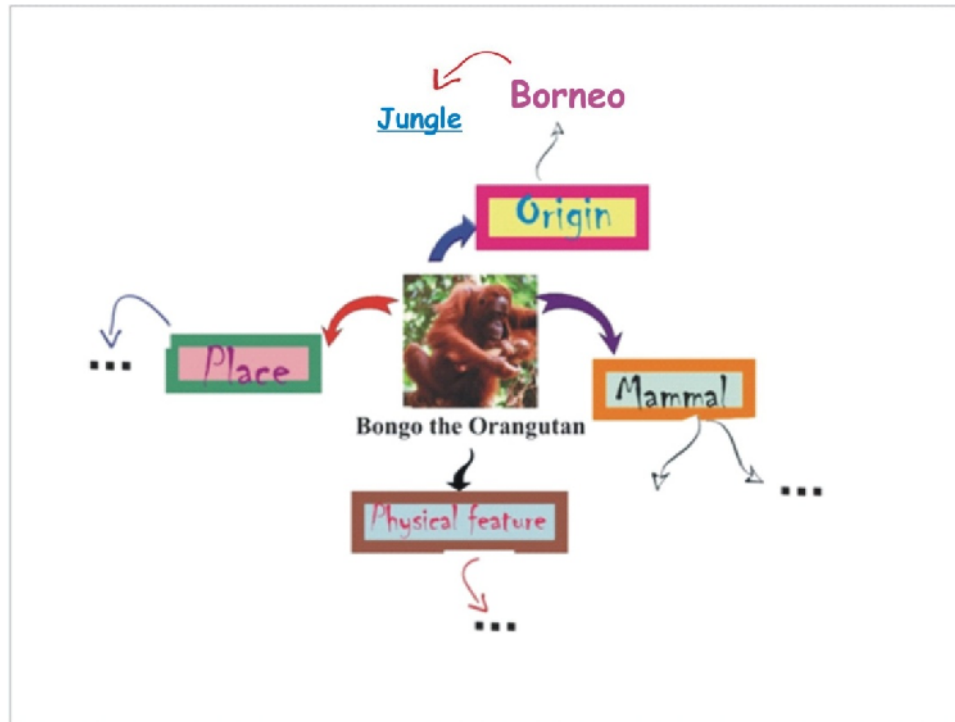
There is an orangutan in the Bandung Zoo. People call her Bongo. She comes from a dense forest on the island of Borneo. She has physical features similar to human. Bongo has brownish fur and walks with two feet. Bongo is almost as big as human. She is a mammal that means she gives birth to her children and breast feeds them.

*Taken from: <http://www.sekolahoke.com/2011/08/descriptive>*

1. What is Bongo?
2. Is Bongo male or female?
3. Where does Bongo come from?
4. How does bongo look like?
5. What mammal means?



Fill the blank in the mind mapp with the appropriate information based on the text above.



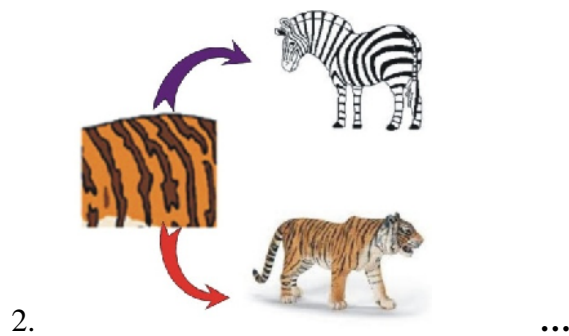
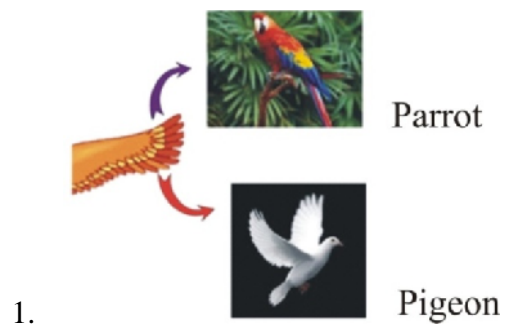
B. Look at the pictures below

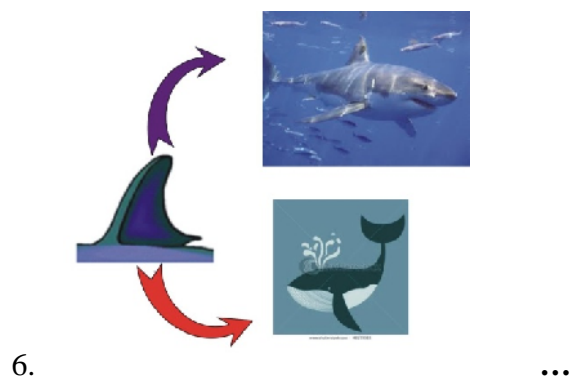
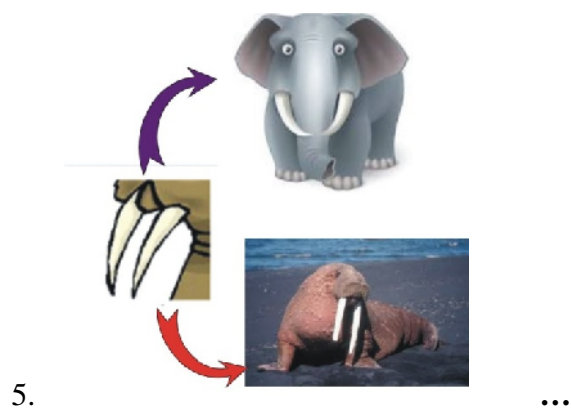
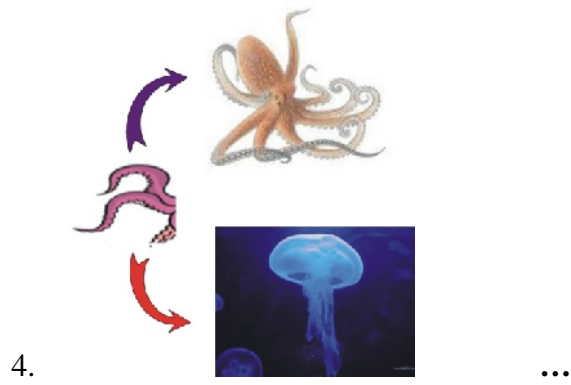


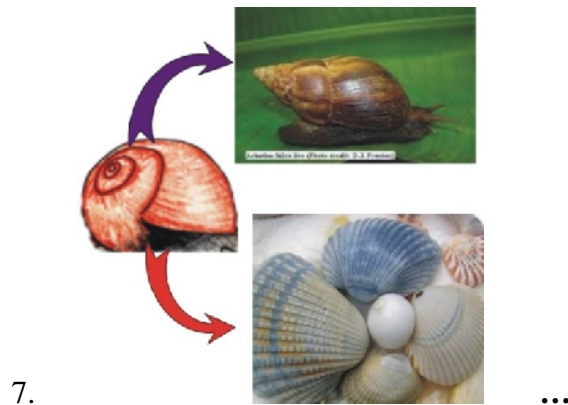
Make a sentence based on the pictures below.

- |              |            |          |         |             |
|--------------|------------|----------|---------|-------------|
| • Jelly fish | • Bear     | • Zebra  | • Cat   | • Whale     |
| • Walrus     | • Tiger    | • Parrot | • Shark | • Shellfish |
| • Octopus    | • Elephant | • Pigeon | • Snail | • Crocodile |

Example: **Parrot and pigeon have wings.**



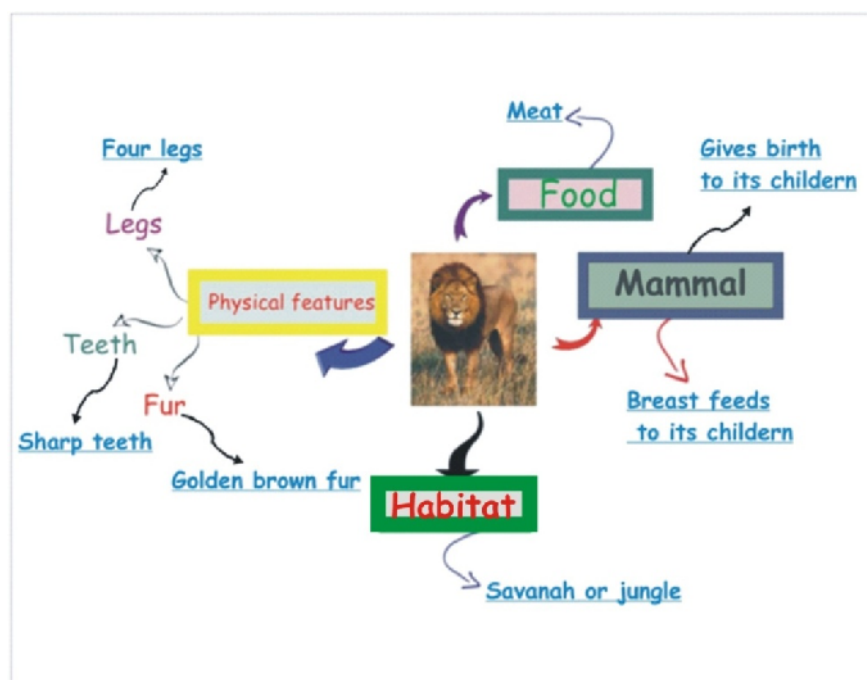




### III. PRODUCTION

Make a simple descriptive text about the picture based on the mind map below.

#### Benny the Lion of Gembiraloka Zoo



Answer the questions.

1. What is the name of the lion in the picture?
2. Where does he live now?
3. where is his real habitat?
4. What is the color of his fur?
5. What does he eat?
6. How many legs does he have?
7. What kind of animal lion is?

### **Benny the Lion**

Benny is a lion in Gembiraloka zoo. It is a male lion.

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## LESSON PLAN

**Name of School** : SMP Muhammadiyah 1 Seyegan Sleman

**Subject** : English

**Class/Semester** : VIII (delapan) / 1

**Kind of text** : Descriptive text

**Skill Focus** : Writing

**Time Allocation** : 2X40 menit

**A. Standard of Competencies** : 6. Producing the meaning short functional texts and short essays in the form of descriptive and recount in the daily life context.

**Basic Competency** : 6.2. Producing the meaning and the rhetoric of short essays in the form of descriptive and recount accurately, fluently, and acceptably in the daily life context.

**B. Indicators** :

Students are able to:

- Use grammar, vocabulary, and mechanics accurately in describing people.
- Use the simple present tense in describing people.
- Use correct generic structure of descriptive text.
- Write other examples of descriptive texts

**C. Teaching Objectives :**

In the end of the lesson students are able to

- to use grammar, vocabulary, and mechanics accurately in the describing people

- to use the simple present tense in describing people
- to use correct generic structure of descriptive texts
- to write other examples of descriptive texts

**D. Teaching Material:**

Descriptive text (Attached)

**E. Teaching Method:** *Three-Phase technique*

**F. Teaching Activity:**

**1. Opening**

- Greeting
- Praying
- Checking attendance list

**2. Main Activity**

**a. Presentation**

- Teacher shows a picture to the students
- Teacher asks the students to give some comments to the picture showed
- The teacher explains about mind mapping and the advantages
- The teacher explains how to make a descriptive text using mind mapping
- The teacher shows an example of mind mapping

**b. Practice**

- The teacher divides the class into some groups.
- The teacher asks students to identify pictures given with their groups
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**c. Production**

- The teacher gives a picture to the students
- The students are asked to work individually.

- The students are asked to write simple descriptive text based on the picture using mind mapping

### 3. Closing

- Give a conclusion and reflection
- Pray and say goodbye

### G. Source

1. English on Sky 2, for Junior High School Students Year VIII
2. [www.google.co.id/images](http://www.google.co.id/images)

### H. Evaluation

No	The Writing Aspects	The Score
1.	Ideas and development	1 - 4
2.	Organization	1 - 4
3.	Vocabulary	1 - 4
4.	Sentence structure	1 - 4
5.	Capitalization and punctuation	1 - 4
6.	Spelling	1 - 4
	Total score	6 - 24

### The Scheme of Scoring Writing

No	Nama	Aspek Penilaian						Skor	Nilai
		ID	Org	Voc	SS	CP	Spell		

ID : Ideas & Development

Org : Organization



Voc : Vocabulary

S S : Sentence Structure

C P : Capitalization & Punctuation

Spell : Spelling

**Pedoman Penilaian :**

**SKOR (ID, Org, Voc, SS, CP, Spell) X 10 = NILAI**

**10**

Yogyakarta, November 13<sup>th</sup>, 2012

Teacher

Researcher

**Murjiyati, S.Pd.**

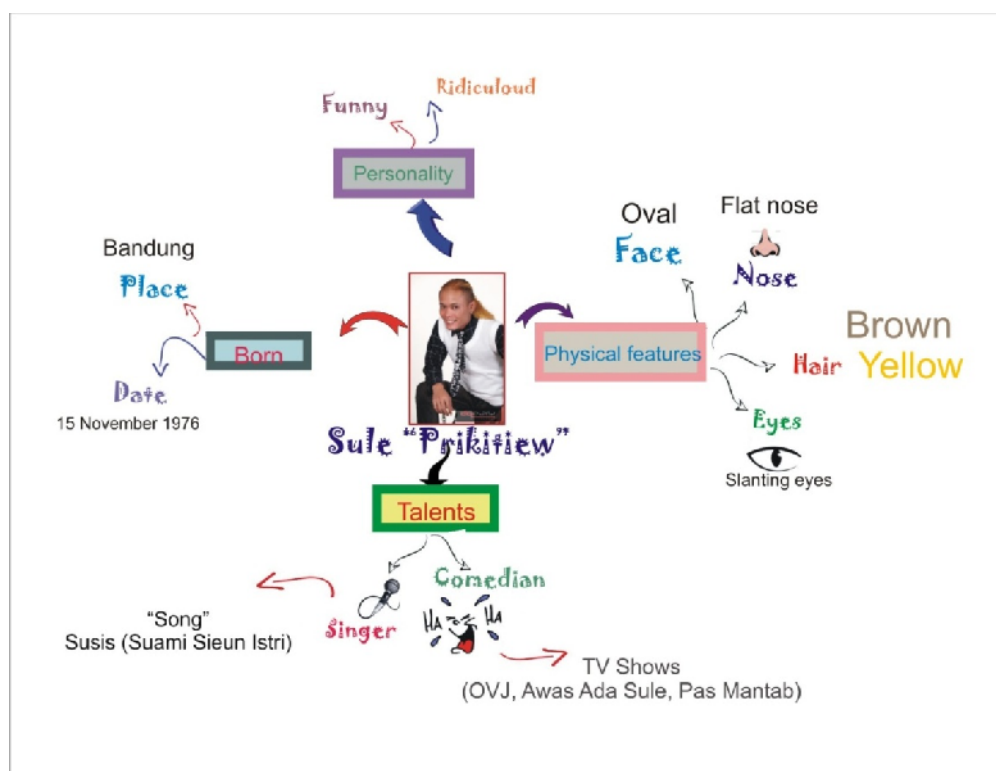
**Masfuatin Sholikhah**

NIM. 05202244111

## TEACHING MATERIAL

### TOPIC : DESCRIBING FAMOUS PEOPLE

#### I. PRESENTATION



### Sule “Prikitiw”



His full name is Entis Sutisna. People call him Sule. He is a **famous comedian** in Indonesia. Sule was born on **15 November 1976 in Bandung**, West Java. He speaks sundanese fluently.

Sule is very unique. His **hair** is long with **brown and yellow colour**. He has an **oval face, flat nose** and **slanting eyes**. People know Sule as **ridiculous man** and full of jokes. He is very **funny**. His jokes makes everyone smiling even belly laughing.

Sule **plays** on several **TV hows** such as **Opera Van Java (OVJ), Awas Ada Sule, PAS Mantab, and Saung sule**. He also can sing very well. He has **famous song entitled Susis (Suami Sieun Istri)**.

*Taken from: <http://www.sekolahoke.com/2011/08/descriptive-text-sule-prikitiw-famous.html>*

### The formula of present tense

#### 1. Using Verb

##### • **Positif** : S + V1 (s/es)

S = He, She, it + V1es/s → He reads newspaper.

S = They, we, you, I + V1 → We read newspaper.

##### • **Negatif** : S + DO/DOES + NOT + V1

S = He, She, it + Does + Not + V1 → She does not drink coffee.

S = They, we, you, I + Do + Not + V1 → They do not drink coffee.

##### • **Tanya** : DO/DOES + S + V1

Does + S (he, she, it) + V1 → Does she drink coffee?

Do + S (they, we, you, I) + V1 → Do they drink coffee?

#### 2. Using to be

##### • **Positif** : S + be + adj/adv

S = He, She, it + be (is) + adj/adv → It is easy.

S = They, we, you + be (are) + adj/adv → We are strong.

S = I + be (am) + adj/adv → I am hungry.

##### • **Negatif** : S + be + NOT + adj/adv

S = He, She, it + be (is) + Not + adj/adv → It is not easy.

S = They, we, you + be (are) + Not + adj/adv → We are not strong

S = I + be (am) + Not + adj/adv → I am not hungry

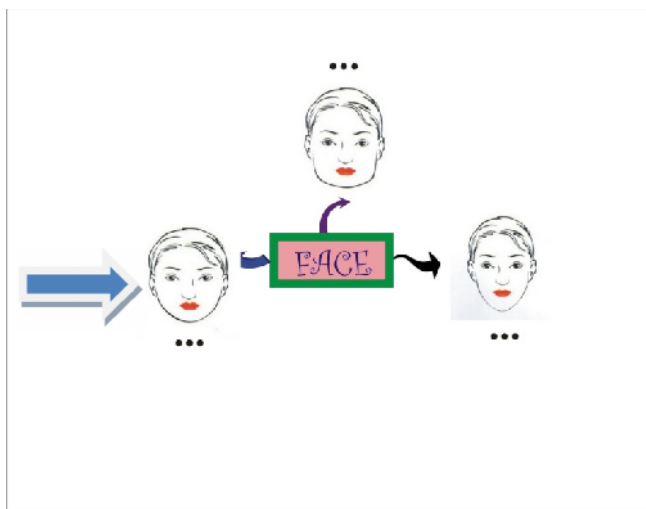
##### • **Tanya** : be + S + adj/adv → Is it easy?

## II. PRACTICE

A. Fill the blanks in the pictures with the appropriate words and make a simple sentence from the picture that has been marked.

1.

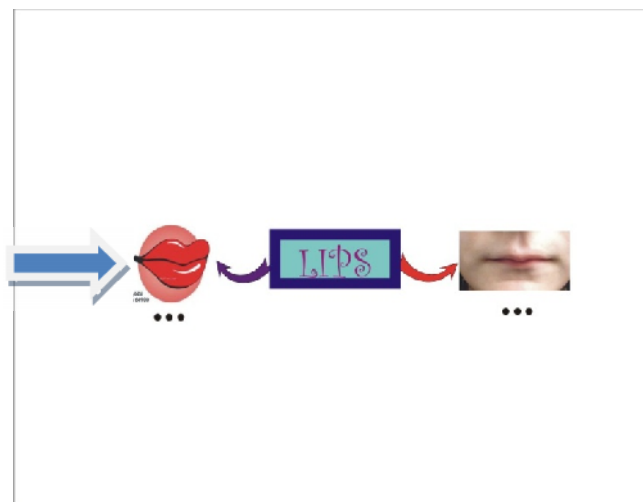
• Round Face • Oval Face • Square Face



The face ...

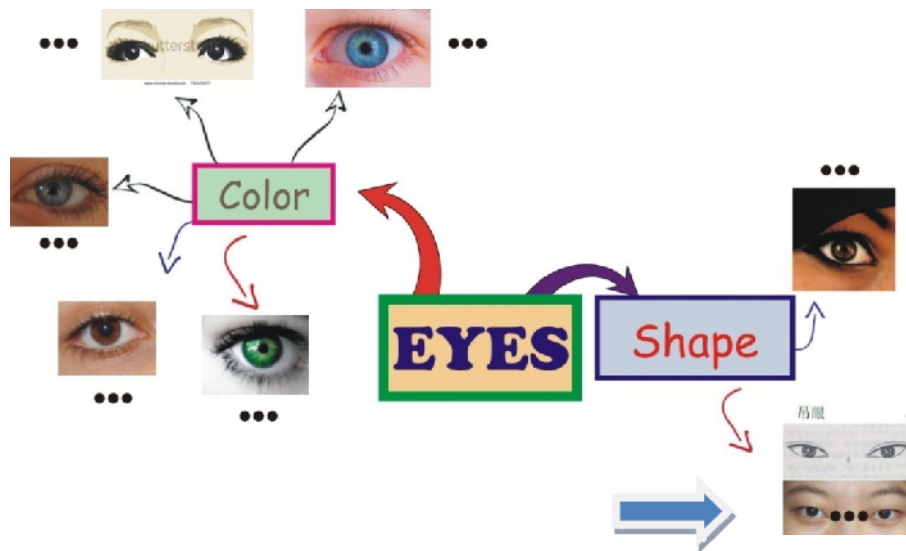
2.

• Thin Lips • Thick Lips



The lips ...

3.



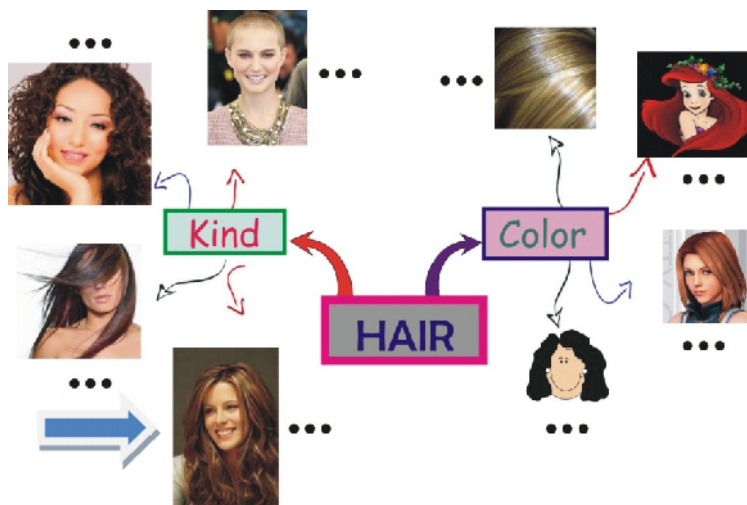
The eyes ...

4.



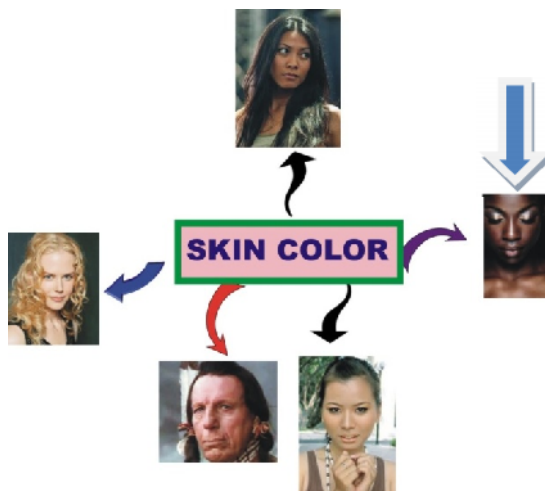
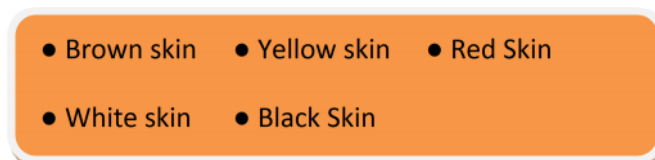
The nose ...

5.



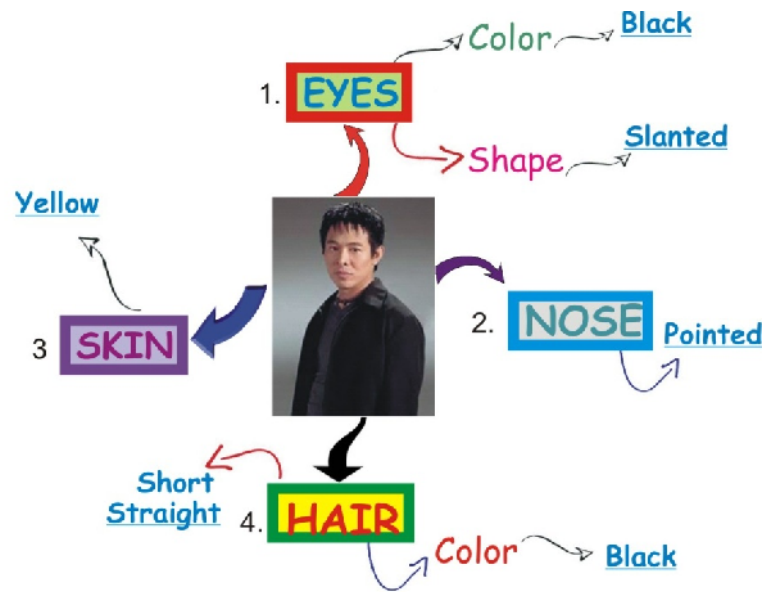
The hair ...

6.



The skin ...

**B. Looks at the mind maps below then complete the descriptive text based on the information in it.**



1.

He is ...

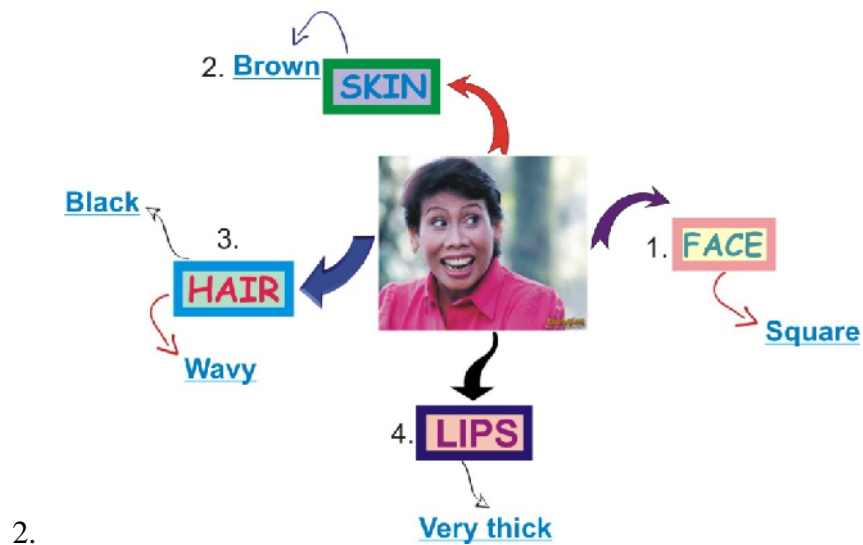
He is a famous actor from Beijing, China. He has average Asians physical features. His eyes \_\_\_\_\_

His \_\_\_\_\_

His \_\_\_\_\_

His \_\_\_\_\_





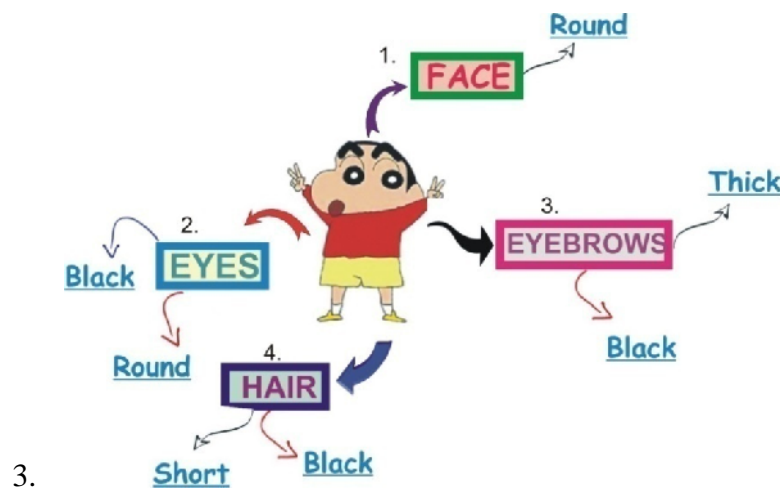
2.

She is \_\_\_\_\_, the famous female comedian in Indonesia. People can recognize her easily from her physical feature. She has \_\_\_\_\_ face

Her \_\_\_\_\_

Her \_\_\_\_\_

Her \_\_\_\_\_



3.

He is \_\_\_\_\_, the famous cartoon character from Japan. He is very funny and naughty child. He has \_\_\_\_\_ face.

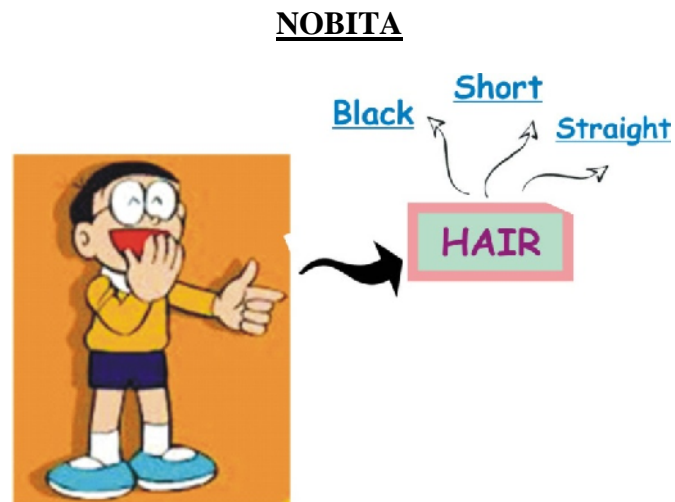
His \_\_\_\_\_

His \_\_\_\_\_

His \_\_\_\_\_

### III. PRODUCTION

Describe the picture below using a mind map diagram then make it into a simple descriptive text.



This is a picture of Nobita. He is a famous cartoon character from Japan which has very well known all over the world. He has unique physical features. His hair is **short, black and straight**. \_\_\_\_\_

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## LESSON PLAN

**Name of School** : SMP Muhammadiyah 1 Seyegan Sleman

**Subject** : English

**Class/Semester** : VIII/ 1

**Kind of text** : Descriptive text

**Skill Focus** : Writing

**Time Allocation** : 2X40 minutes

**A. Standard of Competencies** : 6. Producing the meaning short functional texts and short essays in the form of descriptive and recount in the daily life context.

**Basic Competency** : 6.2. Producing the meaning and the rhetoric of short essays in the form of descriptive and recount accurately, fluently, and acceptably in the daily life context.

**B. Indicators** :

Students are able to:

- Use grammar, vocabulary, and mechanics accurately in describing things.
- Use the simple present tense in describing things.
- Students know how to use preposition
- Use correct generic structure of descriptive text.
- Write other examples of descriptive texts

**C. Teaching Objectives :**

In the end of the lesson students are able to

- use grammar, vocabulary, and mechanics accurately in the describing things
- to use preposition correctly
- to use the simple present tense in describing things
- use correct generic structure of descriptive texts
- write other examples of descriptive texts

**D. Teaching Material:**

Descriptive text (Attached)

**E. Teaching Method:** *Three-Phase technique*

**F. Teaching Activity:**

**1. Opening**

- Greeting
- Praying
- Checking attendance list

**2. Main Activity**

**a. Presentation**

- Teacher shows a picture to the students
- Teacher asks the students to give some comments to the picture showed
- The teacher explains about mind mapping and the advantages
- The teacher explains how to make a descriptive text using mind mapping
- The teacher shows an example of mind mapping

**b. Practice**

- The teacher divides the class into some groups.
- The teacher asks students to identify pictures given with their groups
- The teacher asks each group to correct their work of the other groups and discusses it with the students.



I D : Ideas & Development

Org : Organization

Voc : Vocabulary

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**Pedoman Penilaian :**

**SKOR (ID, Org, Voc, SS, CP, Spell) X 10 = NILAI**

**10**

Yogyakarta, November 14<sup>th</sup>, 2012

Teacher

Researcher

**Murjiyati, S.Pd.**

**Masfuatin Sholikhah**

NIM. 05202244111

## TEACHING MATERIAL

### TOPIC : DESCRIBING MY FAVORITE ROOM

#### I .PRESENTATION



#### My Lovely Room

My favorite room in my house is my own room. I spend most of my time in my room doing some activity such as studying, playing computer, taking nap etc. my room is not very large but it is very comfortable.

The **color** of my **wall** is **grey** and there are only **three pictures** on my wall. **On the floor**, there is a **carpet** and **some pillows** on it. The color of the carpet is also **grey**. My **bed** is **between two cupboards** which are **on the left and right side of my bed**. There are only **two pillows** and a **blanket** in the same motif on my bed. **Next to the window**, there is a **cupboard** and a **large flat TV** on it. Next to the TV, there is my **fourth cupboard** where I put all my **cloths** in it.

## PREPOSITION

A preposition is a word or groups of words used before a noun or a pronoun to show place, position, time or method.



The apple is **on** the apron.



The ball is **in** the box.



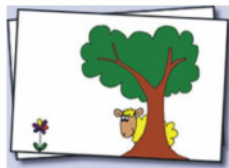
The cat is **under** the chair.



The ball is **beside** the box



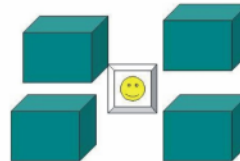
The girl is **in front of** the boy.



The sheep is **behind** the tree.



The ball is **between** the shoes.



The pictures is **among** the boxes.



## II. PRACTICE

### A. Fill the blank with the appropriate preposition.

- on                      • under                      • between
- in                      • behind                      • in front of
- beside                      • among



The book is ... the pen.



The dog is ... the box.



The doll is ... the lamps



The boy is ... the door.



The presents are ... the table.



6.

The ball is ... the box and the bear.



7.

The man is ... the trees.



8.

The boy is ... the table.



9.

My parents are ... the TV.



10.

The teacher is ... the whiteboard.

**B. Looks at mind map of Erna's Room. Answer the questions about the room and put the answer into the mind map.**



Wall

1. What is the color of the wall?
2. Are there any pictures or posters on the wall?

Cupboard

1. How many cupboard in the room?
2. Where is the cupboards place?
3. What is the color of the cupboards?
4. What are the things on the cupboards?

Bed

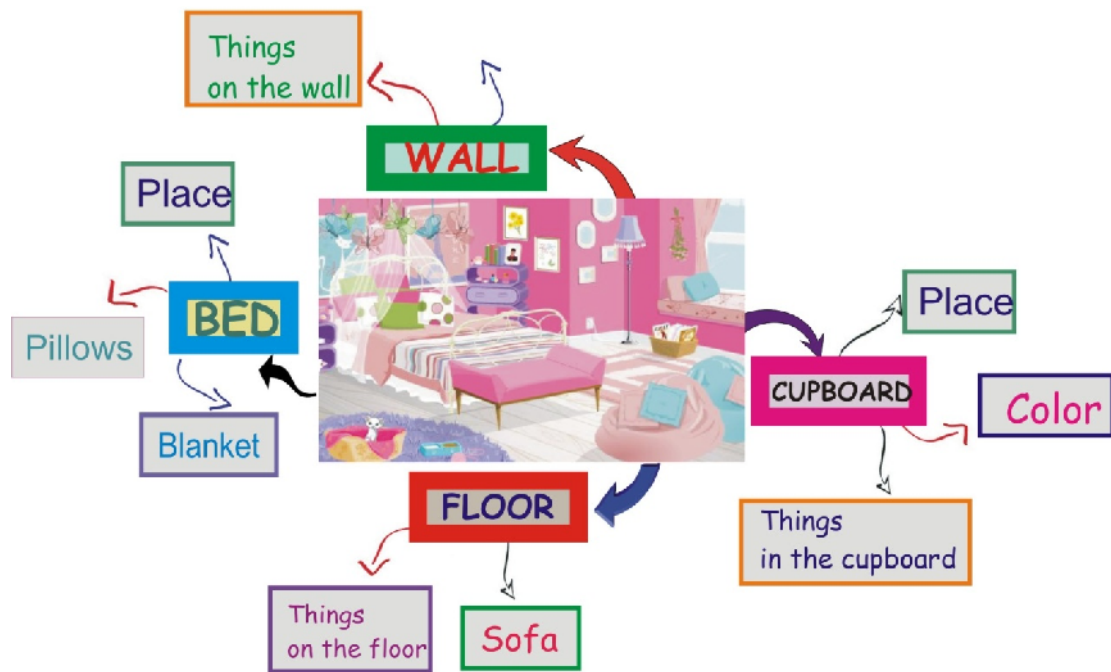
1. Where is the place of the bed?
2. Is there any pillows and blanket on the bed?
3. What is the motif of the blanket?
4. Are the pillows colorful?

Floor

1. How many sofa or chair in the room?
2. How many carpet on the floor?
3. What are the things on the carpet?

### III. PRODUCTION

Make a descriptive text from the picture of “Erna’s room” mind mapping.



#### Erna's Room

This is Erna's room. Her favorite color is pink. That is why the color of her room's wall is \_\_\_\_\_. There are **many pictures on the wall**.

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## LESSON PLAN

**Name of School** : SMP Muhammadiyah 1 Seyegan Sleman

**Subject** : English

**Class/Semester** : VIII / 1

**Kind of text** : Descriptive text

**Skill Focus** : Writing

**Time Allocation** : 2X40minutes

**A. Standard of Competencies** : 6. Producing the meaning short functional texts and short essays in the form of descriptive and recount in the daily life context.

**Basic Competency** : 6.2. Producing the meaning and the rhetoric of short essays in the form of descriptive and recount accurately, fluently, and acceptably in the daily life context.

**B. Indicators** :

Students are able to:

- Use vocabulary and mechanics accurately in describing things
- Use correct generic structure of descriptive text.
- Write other examples of descriptive texts

**C. Teaching Objectives:**

In the end of the lesson students are able to

- use vocabulary and mechanics accurately in the describing things

- use correct generic structure of descriptive texts
- write other examples of descriptive texts

**D. Teaching Material:**

Descriptive text (Attached)

**E. Teaching Method:** *Three-Phase technique*

**F. Teaching Activity:**

**1. Opening**

- Greeting
- Praying
- Checking attendance list

**2. Main Activity**

**a. Presentation**

- Teacher shows a picture to the students
- Teacher asks the students to give some comments to the picture showed
- The teacher explains about the relationship between the picture and the descriptive text and makes a discussion with the students.

**b. Practice**

- The teacher divides the class into some groups.
- The teacher asks students to identify pictures given with their groups
- The teacher asks each group to correct their work of the other groups and discusses it with the students.

**c. Production**

- The teacher gives a picture to the students



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**10**

Yogyakarta, November 1<sup>st</sup>, 2012

Teacher

Researcher

**Murjiyati, S.Pd.**

**Masfuatin Sholikhah**

NIM. 05202244111



## TEACHING MATERIAL

### TOPIC : DESCRIBING ANIMAL

#### I. PRESENTATION

Read the descriptive paragraph below.

#### Hiro the Penguin



Hiro is a penguin in Ragunan Zoo. →

It is a male penguin. Just like other penguin it eats fish. It actually has short black and white fur, but many people still think that its fur is skin. It is got two short legs and two wings. Although it has wings, but it can not fly. It can only walk, dive and swim.

Hiro is very adorable penguin. The



**Identification**

**Description**

**Closing**

## **DESCRIPTIVE TEXT**

Descriptive text is a text or speech that is mean to give a verbal picture of an object, character, location, or event.

Purpose	<ul style="list-style-type: none"> <li>- to explain the process involved in the formation or working of natural or socio-cultural phenomena.</li> </ul>
Generic Structure	<p>General statement – Explanation – Closing</p> <p><b>Title (optional)</b></p> <p>It usually summarizes the text and informs specific participant.</p> <p>(e.g. Hiro the Penguin)</p> <p> <b>Part 1: Identification</b></p> <p>This part identifies a particular thing to be describe. Identification usually answer the following question:</p> <ul style="list-style-type: none"> <li>-What's the topic of the text?</li> <li>-What's the text about?</li> </ul> <p>(e.g. <b>Hiro is a penguin in Ragunan Zoo.</b>)</p> <p> <b>Part 2: Explanation/Description</b></p> <p>It It is a part of paragraph which describes the character. Describes parts, qualities, characteristics,</p>

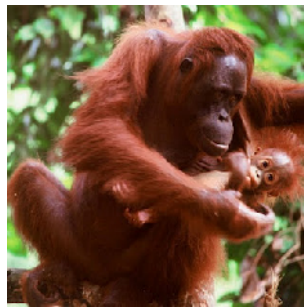
	<p>etc.</p> <p>(e.g. <b>It is a male penguin. Just like other penguin it eats fish. It actually has short black and white fur, but many people still think that its fur is skin. It is got short legs and two wings. Although it has wings, but it can not fly. It can only walk, dive and swim.</b>)</p> <p><b>Parts 3: Closing</b></p> <p>It presents the concluding comments. It expresses the author's personal opinion regarding the events described.</p> <p>(e.g. <b>Hiro is very adorable penguin. The way it walks is very funny and always make people laugh.</b>)</p>
Language Features	<ul style="list-style-type: none"> <li>- Using Simple Present Tense</li> <li>- Using action verbs</li> <li>- Using passive voice</li> <li>- Using noun phrase</li> <li>- Using adverbial phrase</li> <li>- Using technical terms</li> <li>- Using general and abstract noun</li> <li>- Using conjunction of time and cause-effect.</li> </ul>

## II. PRACTICE

### Practice

A. Read the descriptive paragraph below and answer the questions.

#### Bongo the Orangutan



There is an orangutan in the Bandung Zoo. People call her Bongo. She comes from a dense forest on the island of Kalimantan. She has physical features similar to human. Bongo has brownish fur and walks with two feet. Bongo is almost as big as human. She is a mammal that means she gives birth to her children and breast feeds them.

*Taken from: <http://www.sekolahoke.com/2011/08/descriptive-text>*

1. What is Bongo?
2. Is Bongo male or female?
3. Where did Bongo come from?
4. How does Bongo look like?
5. What does mammal mean?

**B. Look at the picture bellow then answer the questions.**



- |              |            |          |         |             |
|--------------|------------|----------|---------|-------------|
| • Jelly fish | • Bear     | • Zebra  | • Cat   | • Whale     |
| • Walrus     | • Tiger    | • Parrot | • Shark | • Shellfish |
| • Octopus    | • Elephant | • Pigeon | • Snail | • Deer      |

Example: Cow and buffalo      Cow and buffalo have hooves.

1. Mention 2 animals that have wings.
2. Mention 2 animals that have stripes.
3. Mention 2 animals that have fur
4. Mention 2 animals that have tentacles
5. Mention 2 animals that have tusks
6. Mention 2 animals that have fin.
7. Mention 2 animals that have shell.

### III. PRODUCTION

Answer the questions about the picture below then make a simple descriptive text based on it.

#### Benny the Lion of Gembiraloka Zoo

- Golden brown      • Sharp      • Savannah or Jungle      • Two
- Grass      • Dark brown      • Gembiraloka Zoo      • Meat
- Mammal      • Four      • Ocean



1. What is the name of the lion in the picture?
2. Where does he live now?
3. where does his real habitat?
4. What does he eat?
5. What is the color of his fur?
6. How many legs does he have?
7. What kind of animal lion is?

**Benny the Lion**

Benny is a lion in Gembiraloka zoo. It is a male lion.

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## LESSON PLAN

**Name of School** : SMP Muhammadiyah 1 Seyegan Sleman

**Subject** : English

**Class/Semester** : VIII / 1

**Kind of text** : Descriptive text

**Skill Focus** : Writing

**Time Allocation** : 2X40 minutes

**A. Standard of Competencies** : 6. Producing the meaning short functional texts and short essays in the form of descriptive and recount in the daily life context.

**Basic Competency** : 6.2. Producing the meaning and the rhetoric of short essays in the form of descriptive and recount accurately, fluently, and acceptably in the daily life context.

**B. Indicators** :

Students are able to:

- Use grammar, vocabulary, and mechanics accurately in describing people.
- Use the simple present tense in describing people.
- Use correct generic structure of descriptive text.
- Write other examples of descriptive texts

**C. Teaching Objectives :**

In the end of the lesson students are able to



- use grammar, vocabulary, and mechanics accurately in the describing people
- use the simple present tense in describing people
- use correct generic structure of descriptive texts
- write other examples of descriptive texts

**D. Teaching Material:**

Descriptive text (Attached)

**E. Teaching Method:** *Three-Phase technique*

**F. Teaching Activity:**

**1. Opening**

- Greeting
- Praying
- Checking attendance list

**2. Main Activity**

**a. Presentation**

- Teacher shows a picture to the students
- Teacher asks the students to give some comments to the picture showed
- The teacher explains about the relationship between the picture and the descriptive text and makes a discussion with the students.

**b. Practice**

- The teacher divides the class into some groups.
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**Pedoman Penilaian :**

**SKOR (ID, Org, Voc, SS, CP, Spell) X 10 = NILAI**

**10**

Yogyakarta, November 8<sup>th</sup>, 2012

Teacher

Researcher

**Murjiyati, S.Pd.**

**Masfuatin Sholikhah**

NIM. 05202244111

## TEACHING MATERIAL

### TOPIC : DESCRIBING FAMOUS PEOPLE

#### I. PRESENTATION

**Read the descriptive paragraph below.**

#### Sule “Prikitiw”



His full name is Entis Sutisna. People call him Sule. He is a famous comedian in Indonesia. Sule was born on 15 November 1976 in Bandung, West Java. He speaks sundanese fluently.

Sule is very unique. His hair is long with brown and yellow colour. He has an oval face, flat nose and slanting eyes. People know Sule as ridiculous man and full of jokes. He is very funny. His jokes makes everyone smiling even belly laughing.

Sule plays on several TV hows such as Opera Van Java (OVJ), Awas Ada Sule, PAS Mantab, and Saung sule. He also can sing very well. He has famous song entitled Susis (Suami Sieun Istri).

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### The formula of present tense

#### 1. Using Verb

**Positif : S + V1 (s/es)**

S = He, She, it + V1es/s      He reads newspaper.

S = They, we, you, I + V1      We read newspaper.

**Negatif : S + DO/DOES + NOT + V1**

S = He, She, it + Does + Not + V1      She does not drink coffee.

S = They, we, you, I + Do + Not + V1      They do not drink coffee.

**Tanya : DO/DOES + S + V1**

Does + S (he, she, it) + V1      Does she drink coffee?

Do + S (they, we, you, I) + V1      Do they drink coffee?

#### 2. Using to be

**Positif : S + be + adj/adv**

S = He, She, it + be (is) + adj/adv      It is easy.

S = They, we, you + be (are) + adj/adv      We are strong.

S = I + be (am) + adj/adv      I am hungry.

**Negatif : S + be + NOT + adj/adv**

S = He, She, it + be (is) + Not + adj/adv      It is not easy.

S = They, we, you + be (are) + Not + adj/adv      We are not strong

S = I + be (am) + Not + adj/adv      I am not hungry

**Tanya : be + S + adj/adv**

Is it easy?

## II. PRACTICE

A. Fill the blanks with the appropriate to be and adjective.

- Pointed      • Slanted      • Bald
- Thick • Black
- Wavy      • Round



The lips ...



The face ...



The nose ...



The eyes ...



The hair ...



The skin ...



The head ...

**B. Look at the pictures below then complete the descriptive text based on the information in the box.**

- |           |         |           |         |        |
|-----------|---------|-----------|---------|--------|
| • Slanted | • White | • Pointed | • Black | • Thin |
| • Wavy    | • Oval  | • Flat    | • Brown |        |
| • Thick   | • Round | • short   | • Green |        |



1.

He is ...

He is a famous actor from Beijing, China. He has the average Asians physical features. His eyes \_\_\_\_\_

His nose \_\_\_\_\_

His skin \_\_\_\_\_

His hair \_\_\_\_\_





2.

She is \_\_\_\_\_, the famous female comedian in Indonesia. People can recognize her easily from her physical feature. She has \_\_\_\_\_ face

Her skin \_\_\_\_\_

Her hair \_\_\_\_\_

Her lips \_\_\_\_\_



3.

He is \_\_\_\_\_, the famous cartoon character from Japan. He is very funny and naughty child. He has \_\_\_\_\_ face.

His eyes \_\_\_\_\_

His hair \_\_\_\_\_

His eyebrows \_\_\_\_\_

### III. PRODUCTION

Answer the question about the picture below then make a simple descriptive text based on it.



1. What is Nobita's face shape?
2. How is his hair?
3. What is the color of her eyes?
4. How is his eyes shape?
5. Is he wearing glasses?
6. What is the color of his skin?

#### Nobita

This is a picture of Nobita. He is a famous cartoon character from Japan, which has very well known all over the world. He has unique physical features.

His hair \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## LESSON PLAN

**Name of School** : SMP Muhammadiyah 1 Seyegan Sleman

**Subject** : English

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**B. Indicators** :

Students are able to:

- Use grammar, vocabulary, and mechanics accurately in describing things.
- Use the simple present tense in describing things.
- Students know how to use preposition
- Use correct generic structure of descriptive text.
- Write other examples of descriptive texts

### **C. Teaching Objectives :**

In the end of the lesson students are able to

- use grammar, vocabulary, and mechanics accurately in the describing things
- use preposition correctly
- use the simple present tense in describing things
- use correct generic structure of descriptive texts
- write other examples of descriptive texts

### **D. Teaching Material:**

Descriptive text (Attached)

### **E. Teaching Method:** *Three-Phase technique*

### **F. Teaching Activity:**

#### **1. Opening**

- Greeting
- Praying
- Checking attendance list

#### **2. Main Activity**

##### **a. Presentation**

- Teacher shows a picture to the students
- Teacher asks the students to give some comments to the picture showed
- The teacher explains about the relationship between the picture and the descriptive text and makes a discussion with the students.

##### **b. Practice**

- The teacher divides the class into some groups.

- The teacher asks students to identify pictures given with their groups
- The teacher asks each group to correct their work of the other groups and discusses it with the students.

### **c. Production**

- The teacher gives a picture to the students
- The students are asked to work individually.
- The students are asked to write simple descriptive text based on the picture.

### **3. Closing**

- Give a conclusion and reflection
- Pray and say goodbye

### **G. Source**

1. English on Sky 2, for Junior High School Students Year VIII
2. [www.google.co.id/images](http://www.google.co.id/images)

### **H. Evaluation**

No	The Writing Aspects	The Score
1.	Ideas and development	1 - 4
2.	Organization	1 – 4
3.	Vocabulary	1 – 4
4.	Sentence structure	1 – 4
5.	Capitalization and punctuation	1 – 4
6.	Spelling	1 - 4
	Total score	6 - 24

### The Scheme of Scoring Writing

No	Nama	Aspek Penilaian						Skor	Nilai
		ID	Org	Voc	SS	CP	Spell		

ID : Ideas & Development

Org : Organization

Voc : Vocabulary

SS : Sentence Structure

CP : Capitalization & Punctuation

Spell : Spelling

**Pedoman Penilaian :**

**SKOR (ID, Org, Voc, SS, CP, Spell) X 10 = NILAI**

**10**

Yogyakarta, November 15<sup>th</sup>, 2012

Teacher

Researcher

**Murjiyati, S.Pd.**

**Masfuatin Sholikhah**

NIM. 05202244111

## TEACHING MATERIAL

### TOPIC : DESCRIBING MY FAVORITE ROOM

#### I .PRESENTATION

Read the descriptive paragraph below

#### My Lovely Room



Image taken from: <http://www.google.com/red-bedroom.html>.

My favorite room in my house is my own room. I spend most of my time in my room doing some activity such as studying, playing computer, taking nap etc. my room is not very large but it is very comfortable.

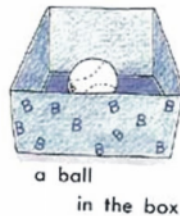
The color of my wall is grey and there are only three pictures **on** my wall. **On** the floor, there is a carpet and some pillows **on** it. The color of the carpet is also grey. My bed is **between** two cupboards that are on the left and right side of my bed. There are only two pillows and a blanket in the same motif **on** my bed. **Next to** the window, there is a cupboard and a large flat TV **on** it. Next to the TV, there is my fourth cupboard where I put all my cloths **in** it.

## PREPOSITION

A preposition is a word or groups of words used before a noun or a pronoun to show place, position, time or method.



The apple is **on** the apron.



The ball is **in** the box.



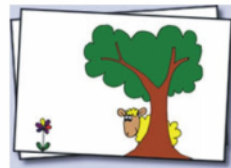
The cat is **under** the chair.



The ball is **beside** the box



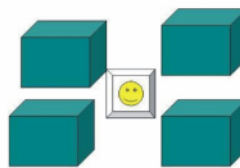
The girl is **in front of** the boy.



The sheep is **behind** the tree.



The ball is **between** the shoes.



The pictures is **among** the boxes.



## II. PRACTICE

### A. Fill the blanks with appropriate preposition.

- on
- under
- between
- in
- behind
- in front of
- beside
- among



The book is ... the pen.



The dog is ... the box.



The doll is ... the lamps



4.

The boy is ... the door.



5.

The presents are ... the table.



6.

The ball is ... the box and the bear.



7.

The man is ... the trees.



8.

The boy is ... the table.



My parents are ... the TV.



The teacher is ... the whiteboard

**B. Look at the picture and answer the questions below.**



### Wall

1. What is the color of the wall?
2. Are there any pictures or posters on the wall?

### Cupboard

1. How many cupboard in the room?
2. Where is the cupboard place?
3. What is the color of the cupboard?
4. What are the things on the cupboard?

### Bed

1. Where is the place of the bed?
2. Is there any pillows and blanket on the bed?
3. What is the motif of the blanket?
4. Are the pillows colorful?

### Floor

1. How many sofa or chair in the room?
2. How many carpet on the floor?
3. What are the things on the carpets?

### III. PRODUCTION

After answered the question about Erna's Room, then make it into a descriptive paragraph.



#### Erna's Room

This is Erna's room. Her favorite color is pink. **That is why the color of her room's wall is pink.**\_\_\_\_\_

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## LESSON PLAN

**Name of School** : SMP Muhammadiyah 1 Seyegan Sleman

**Subject** : English

**Class/Semester** : VIII/ 1

**Kind of text** : Descriptive text

**Skill Focus** : Writing

**Time Allocation** : 2X40 minutes

**A. Standard of Competencies** : 6. Producing the meaning short functional texts and short essays in the form of descriptive and recount in the daily life context.

**Basic Competency** : 6.2. Producing the meaning and the rhetoric of short essays in the form of descriptive and recount accurately, fluently, and acceptably in the daily life context.

**B. Indicators** :

Students are able to:

- Use grammar, vocabulary, and mechanics accurately in describing things.
- Use the simple present tense in describing people
- Students know how to make noun phrase
- Use correct generic structure of descriptive text.
- Write other examples of descriptive texts

**C. Teaching Objectives:**

In the end of the lesson students are able to

- students know how to use grammar, vocabulary, and mechanics accurately in the describing people
- students know how to make noun phrase
- students know how to use the simple present tense in describing things
- students know how to use correct generic structure of descriptive texts
- students know how to write other examples of descriptive texts

**D. Teaching Material:**

Descriptive text (Attached)

**E. Teaching Method:** *Three-Phase technique***F. Teaching Activity:****1. Opening**

- Greeting
- Praying
- Checking attendance list

**2. Main Activity****a. Presentation**

- Teacher shows a picture to the students
- Teacher asks the students to give some comments to the picture showed
- The teacher explains about the relationship between the picture and the descriptive text and makes a discussion with the students.

**b. Practice**

- The teacher divides the class into some groups.
- The teacher asks students to identify pictures given with their groups

- The teacher asks each group to correct their work of the other groups and discusses it with the students.

### **c. Production**

- The teacher gives a picture to the students
- The students are asked to work individually.
- The students are asked to write simple descriptive text based on the picture.

### **3. Closing**

- Give a conclusion and reflection
- Pray and say goodbye

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No	The Writing Aspects	The Score
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6.	Spelling	1 - 4
	Total score	6 - 24



### The Scheme of Scoring Writing

No	Nama	Aspek Penilaian						Skor	Nilai
		ID	Org	Voc	SS	CP	Spell		

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**Pedoman Penilaian :**

**SKOR (ID, Org, Voc, SS, CP, Spell) X 10 = NILAI**

**10**

Yogyakarta, November 22<sup>nd</sup>, 2012

Teacher

Researcher

**Murjiyati, S.Pd.**

**Masfuatin Sholikhah**

NIM. 05202244111

## TEACHING MATERIAL

### TOPIC : DESCRIBING FAMILY MEMBERS

#### I. PRESENTATION

Read the descriptive paragraph below.

#### My Father



*Image taken from: <http://www.google.com/fireman.html>.*

This is my father. His name is Mr. Jhon Carter. He is a fire fighter. He is forty years old on November this year. His body is tall and muscled. His hair is red and he has **beautiful green eyes** like me. He has very **thick red moustache** but i never like it because I think my father will be look younger without his moustache. He always wear his **yellow uniform, red helmet and a pair of black boots** when he works.

I am very proud of my father. Someday, when I grow up I want to be like him.

**NOUN PHRASE**

1.

- A beautiful hair
- A beautiful long hair
- A beautiful long black hair



2.

- A man
- An old man
- A strong old man



3.

- A rose
- A red rose
- A beautiful red rose



4.

- A baby
- A cute baby
- A cute American baby



5.

- An apple
- A green apple
- A fresh green apple

## II. PRACTICE

A. Complete the sentences below by arrange the jumble words into a corect noun phrase order.



1.

This is my mother. My mother is a housewife.

- a. She has a (hair - brown – straight – long).
- b. She also has (black – big- eyes).
- c. She always wears a (dress - beautiful –purple) On Sunday.



2.

This is my father. My father is a dentist

- a. He is a (man – strong – healthy).
- b. He has (white – teeth - healthy).
- c. When he works, he wearsa (clean – uniform – white)



This is my brother. My brother is a football player.

- a. He is a (young – football player – famous)
- b. He has (body – strong – tall)
- c. He wears a pair of (football shoes – black – old).

**B. Fill the blanks on the paragraph below with corect noun phrases based on the picture.**

**Me and My Parents's Picture**



This is my favorite picture of my parents and me. In this picture, we are sitting in **a nice puffy sofa** (1) and \_\_\_\_\_grass (2) as the background. My mother looks very beautiful with her \_\_\_\_\_(3) hair and wears a \_\_\_\_\_blouse (4), a \_\_\_\_\_skirt (5) and a pair of \_\_\_\_\_ (6) shoes. While my father also looks very handsome with his \_\_\_\_\_hair (7), wears a \_\_\_\_\_(8) t-shirt, and a pair of \_\_\_\_\_(10) shoes. In this picture I sit between my mother and my father, wears a \_\_\_\_\_(11) dress and barefoot.

### III. PRODUCTION

1. Fill the blanks on the descriptive paragraph below based on the “Chibi Maruko’s Family Picture”

#### Chibi Maruko’s Family picture



This is Chibi Maruko’s family picture. It is her favorite picture because all family members are in the picture. The first person from the left is Chibi’s father. He has **short black hair** and long **sleeves orange t-shirt, brown trousers** as the **outfit** in the picture.

Second is her sister. She looks nice in the picture. She wears \_\_\_\_\_

\_\_\_\_\_

The third is her mother. She also looks very pretty in the picture. She is the one who have \_\_\_\_\_ and \_\_\_\_\_ as the outfit.

The fourth is her grandmother. She wears \_\_\_\_\_ and her favorite outfit \_\_\_\_\_

The fifth is her grandfather. He looks so wise in the picture. He has no hair or \_\_\_\_\_. His outfits are \_\_\_\_\_ and \_\_\_\_\_.

The last is Chibi Maruko herself. She looks very cute in the picture. She has round eyes and her outfit is only \_\_\_\_\_

They all look very happy in this picture.



**Post-Test Score of Control Class (VIII A)**

<b>No.</b>	<b>Students Name</b>	<b>I &amp; D</b>	<b>Org</b>	<b>Voc</b>	<b>S S</b>	<b>C &amp; P</b>	<b>Spell</b>	<b>Total</b>	<b>Mean</b>
1.	Krisinatu Atifa								48
	Describing animal	2	2	2	2	2	2	12	
	Describing people	2	2	2	2	3	2	13	
	Describing things	2	2	2	2	2	2	12	
	Describing Family	2	3	2	2	1	1	11	
2.	Septiana Susanti								43
	Describing animal	2	1	2	2	2	1	10	
	Describing people	2	2	2	2	1	2	11	
	Describing things	2	2	2	2	1	2	11	
	Describing Family	1	2	2	2	2	2	11	
3.	Desti Dyah Ayu Pertiwi								45
	Describing animal	3	2	2	1	2	2	12	
	Describing people	2	2	2	2	2	2	12	
	Describing things	3	2	1	2	2	2	12	
	Describing Family	2	1	1	2	2	1	9	
4.	Maelatul Khasanah								52

	Describing people	3	2	2	2	2	3	14	
	Describing things	2	3	2	3	2	2	14	
	Describing places	3	2	2	2	2	3	14	
	Personal recount	2	1	2	1	2	2	10	
5.	Siti Munawaroh								47
	Describing animal	2	2	2	1	3	2	12	
	Describing people	2	3	2	2	2	2	13	
	Describing things	2	2	2	2	2	2	12	
	Describing Family	2	1	1	2	2	2	10	
6.	Diah Pitaloka								33
	Describing animal	2	1	2	1	2	1	9	
	Describing people	1	1	2	1	2	1	8	
	Describing things	2	1	1	1	1	2	8	
	Describing Family	1	1	2	1	2	1	8	
7.	Fitriyani								34
	Describing animal	1	1	2	1	2	1	8	
	Describing people	1	2	2	1	1	2	9	
	Describing things	2	2	1	2	1	1	9	
	Describing Family	1	1	2	1	2	1	8	
8.	Fitri Hartanti								38







20.	Deni Widi Kristanto	2	1	1	1	2	1	8	
	Describing animal	1	2	1	1	2	2	9	
	Describing people	2	1	1	1	2	1	8	
	Describing things	1	1	1	1	1	1	6	
	Describing Family								
									34
21.	Bagus Nurzaman	2	1	2	1	2	1	9	
	Describing animal	1	2	1	1	2	2	9	
	Describing people	2	1	2	1	2	1	9	
	Describing things	1	1	2	1	1	1	7	
	Describing Family								
									32
22.	Badhur Muh Bagus P	2	1	2	1	2	1	9	
	Describing animal	1	2	1	1	2	2	9	
	Describing people	2	1	1	1	2	1	8	
	Describing things	1	1	1	1	1	1	6	
	Describing Family								
									46
23.	Bagus Firman	3	2	2	2	2	2	13	
	Describing animal	2	2	2	2	2	2	12	
	Describing people	2	2	2	2	2	2	12	
	Describing things	2	1	2	1	2	1	9	
	Describing Family	2	1	1	1	2	1	8	

where:

I D : Ideas & Development

Org : Organization

Voc : Vocabulary

S S : Sentence Structure

C P : Capitalization &  
Punctuation

Spell : Spelling

**Post-Test Score of Experimental Class (VIII C)**

<b>No.</b>	<b>Students Name</b>	<b>I &amp; D</b>	<b>Org</b>	<b>Voc</b>	<b>S S</b>	<b>C &amp; P</b>	<b>Spell</b>	<b>Total</b>	<b>Mean</b>
1.	Rahmi Mahayunsari								46
	Describing animal	2	2	2	1	2	1	10	
	Describing people	2	2	2	2	2	2	12	
	Describing things	2	2	2	2	2	2	12	
	Describing Family	2	2	2	2	2	2	12	
2.	Riska Andriyani								47
	Describing animal	2	1	2	2	2	2	11	
	Describing people	2	2	2	2	2	2	12	
	Describing things	2	2	2	2	2	2	12	
	Describing Family	2	2	2	2	2	2	12	
3.	Rifka Novita Maharani								47
	Describing animal	2	2	2	2	2	2	12	
	Describing people	2	2	2	2	2	2	12	
	Describing things	2	2	2	2	2	2	12	
	Describing Family	2	1	2	2	2	2	11	
4.	Anisa Feba Saputri								50
	Describing animal	2	2	2	2	2	3	13	



	Describing people	2	2	2	3	2	2	13	
	Describing things	2	2	2	2	2	2	12	
	Describing Family	2	2	2	2	2	2	12	
5.	Kernia Wulandari								50
	Describing animal	2	2	2	2	3	2	13	
	Describing people	2	3	2	2	2	2	13	
	Describing things	2	2	2	2	2	2	12	
	Describing Family	2	2	2	2	2	2	12	
6.	Irawati								41
	Describing animal	2	2	2	1	2	2	11	
	Describing people	1	2	2	2	2	1	10	
	Describing things	2	1	1	2	1	2	9	
	Describing Family	2	2	2	1	2	2	11	
7.	Prasti Indriyani								42
	Describing animal	2	2	2	2	2	2	12	
	Describing people	1	2	2	1	1	2	9	
	Describing things	2	2	1	2	2	1	10	
	Describing Family	2	2	2	1	2	2	11	
8.	Teguh Santoso								43
	Describing animal	2	2	2	2	2	1	11	

	Describing people	2	2	2	2	2	2	12	
	Describing things	2	2	2	2	2	2	12	
	Describing Family	1	2	1	2	1	1	8	
9.	Sidik Deni Pratama								42
	Describing animal	2	2	2	1	2	1	10	
	Describing people	2	2	1	1	2	2	10	
	Describing things	2	2	2	2	2	1	11	
	Describing Family	2	2	2	2	1	2	11	
									41
10.	Tri Kristanto	2	2	2	2	2	1	11	
	Describing animal	1	2	2	1	1	2	9	
	Describing people	2	2	2	2	2	1	11	
	Describing things	1	2	1	2	2	2	10	
	Describing Family								
									44
11.	Dhani Fitra Ramadhan	2	2	2	2	2	1	11	
	Describing animal	1	2	2	2	2	2	11	
	Describing people	2	2	2	2	2	1	11	
	Describing things	1	2	2	2	2	2	11	
	Describing Family								
									47
12.	Ahmad Afandi	2	2	2	2	2	2	12	

	Describing animal	1	2	2	1	2	2	10	
	Describing people	2	1	2	2	2	2	11	
	Describing things	3	2	2	3	2	2	14	
	Describing Family								
									45
13.	Wahyu Widianoro	2	3	2	2	2	1	12	
	Describing animal	1	2	2	1	2	2	10	
	Describing people	2	2	2	2	2	2	12	
	Describing things	2	2	1	2	2	2	11	
	Describing Family								
14.	Fajar Romadhoni Irza PP	2	1	2	2	2	1	10	41
	Describing animal	1	2	1	2	1	2	9	
	Describing people	2	2	2	1	2	1	10	
	Describing things	2	2	2	2	2	2	12	
	Describing Family								
									41
15.	Aga Saputra	2	2	2	1	2	2	11	
	Describing animal	2	1	1	2	1	2	9	
	Describing people	1	2	2	1	2	1	9	
	Describing things	2	2	2	2	2	2	12	
	Describing Family								
									39
16.	Afin Ariyanto	1	1	2	3	2	1	10	

	Describing animal	1	2	2	2	1	2	10	
	Describing people	1	1	2	2	2	1	9	
	Describing things	1	2	1	3	1	2	10	
	Describing Family								
									39
17.	Agung Setiawan	2	2	2	2	2	2	12	
	Describing animal	2	1	2	2	2	1	10	
	Describing people	1	2	1	1	2	2	9	
	Describing things	1	1	2	1	1	2	8	
	Describing Family								
									41
18.	Ardhi Wibawa	2	2	2	2	2	2	12	
	Describing animal	2	1	2	2	1	1	9	
	Describing people	2	2	1	2	2	2	11	
	Describing things	1	1	2	1	2	2	9	
	Describing Family								
									42
19.	Ahmad Ro'id Dodi Saputra	1	2	2	2	2	2	11	
	Describing animal	2	2	3	2	2	2	13	
	Describing people	2	2	2	2	2	2	12	
	Describing things	1	1	1	1	1	1	6	
	Describing Family								
									43
20.	Muh Qhoirudin Hanif	2	1	1	1	2	2	9	

	Describing animal	2	2	2	2	2	2	12	
	Describing people	2	2	2	2	2	1	11	
	Describing things	2	2	2	2	1	2	11	
	Describing Family								
									38
21.	Kelik Sutan Sahri	2	1	2	1	2	1	9	
	Describing animal	1	2	1	1	2	2	9	
	Describing people	2	1	2	1	2	2	10	
	Describing things	1	1	2	2	2	2	10	
	Describing Family								
									41
22.	Ibnu Ismantoro	2	2	2	2	2	1	11	
	Describing animal	1	2	2	2	2	2	11	
	Describing people	2	2	1	2	2	1	10	
	Describing things	1	2	2	2	1	1	9	
	Describing Family								
									45
23.	Aprilianto Jaka H	2	2	2	2	2	2	12	
	Describing animal	2	2	2	2	2	2	12	
	Describing people	2	2	2	2	2	2	12	
	Describing things	2	1	2	1	2	1	9	
	Describing Family	2	1	1	1	2	1	8	

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**Pre-Test Score Control Group (VIII A)**

<b>No.</b>	<b>Students Name</b>	<b>I &amp; D</b>	<b>Org</b>	<b>Voc</b>	<b>S S</b>	<b>C &amp; P</b>	<b>Spell</b>	<b>Total</b>	<b>Mean</b>
1.	Krisinatu Atifa								32
	Describing animal	1	1	2	1	1	1	7	
	Describing people	1	1	1	2	2	2	9	
	Describing things	1	1	1	1	2	2	8	
	Describing Family	1	2	2	1	1	1	8	
2.	Septiana Susanti								43
	Describing animal	2	1	2	2	2	1	10	
	Describing people	2	2	2	2	1	2	11	
	Describing things	2	2	2	2	1	2	11	
	Describing Family	1	2	2	2	2	2	11	
3.	Desti Dyah Ayu Pertiwi								45
	Describing animal	3	2	2	1	2	2	12	
	Describing people	2	2	2	2	2	2	12	
	Describing things	3	2	1	2	2	2	12	
	Describing Family	2	1	1	2	2	1	9	
4.	Maelatul Khasanah								52

	Describing people	3	2	2	2	2	3	14	
	Describing things	2	3	2	3	2	2	14	
	Describing places	3	2	2	2	2	3	14	
	Personal recount	2	1	2	1	2	2	10	
5.	Siti Munawaroh								47
	Describing animal	2	2	2	1	3	2	12	
	Describing people	2	3	2	2	2	2	13	
	Describing things	2	2	2	2	2	2	12	
	Describing Family	2	1	1	2	2	2	10	
6.	Diah Pitaloka								33
	Describing animal	2	1	2	1	2	1	9	
	Describing people	1	1	2	1	2	1	8	
	Describing things	2	1	1	1	1	2	8	
	Describing Family	1	1	2	1	2	1	8	
7.	Fitriyani								34
	Describing animal	1	1	2	1	2	1	8	
	Describing people	1	2	2	1	1	2	9	
	Describing things	2	2	1	2	1	1	9	
	Describing Family	1	1	2	1	2	1	8	
8.	Fitri Hartanti								38









20.	Deni Widi Kristanto	2	1	1	1	2	1	8	
	Describing animal	1	2	1	1	2	2	9	
	Describing people	2	1	1	1	2	1	8	
	Describing things	1	1	1	1	1	1	6	
	Describing Family								
									34
21.	Bagus Nurzaman	2	1	2	1	2	1	9	
	Describing animal	1	2	1	1	2	2	9	
	Describing people	2	1	2	1	2	1	9	
	Describing things	1	1	2	1	1	1	7	
	Describing Family								
									32
22.	Badhur Muh Bagus P	2	1	2	1	2	1	9	
	Describing animal	1	2	1	1	2	2	9	
	Describing people	2	1	1	1	2	1	8	
	Describing things	1	1	1	1	1	1	6	
	Describing Family								
									46
23.	Bagus Firman	3	2	2	2	2	2	13	
	Describing animal	2	2	2	2	2	2	12	
	Describing people	2	2	2	2	2	2	12	
	Describing things	2	1	2	1	2	1	9	
	Describing Family	2	1	1	1	2	1	8	

**37,08696**

### Pre-Test Score Experimental Class (VIIC)

[illegible]



8.	Teguh Santoso								32
	Describing animal	1	2	1	1	2	1	8	
	Describing people	1	2	1	1	2	2	9	
	Describing things	1	2	1	1	2	2	9	
	Describing Family	1	1	1	1	1	1	6	
9.	Sidik Deni Pratama								37
	Describing animal	1	2	2	1	2	1	9	
	Describing people	1	1	1	1	2	2	8	
	Describing things	2	2	1	2	1	1	9	
	Describing Family	2	2	2	2	1	2	11	
									31
10.	Tri Kristanto	2	1	1	2	2	1	9	
	Describing animal	1	1	2	1	1	2	8	
	Describing people	1	1	1	1	2	1	7	
	Describing things	1	1	1	2	1	1	7	
	Describing Family								
									44
11.	Dhani Fitra Ramadhan	2	2	2	2	2	1	11	
	Describing animal	1	2	2	2	2	2	11	
	Describing people	2	2	2	2	2	1	11	
	Describing things	2	2	2	2	2	1	11	
	Describing Family								

									48
12.	Ahmad Afandi	2	2	2	2	2	2	12	
	Describing animal	1	2	2	2	2	2	11	
	Describing people	2	2	2	2	2	1	11	
	Describing things	3	2	2	3	2	2	14	
	Describing Family								
									46
13.	Wahyu Widianoro	2	1	2	2	2	2	11	
	Describing animal	2	2	1	2	2	2	11	
	Describing people	2	1	2	2	2	1	10	
	Describing things	2	2	3	3	2	2	14	
	Describing Family								
14.	Fajar Romadhoni Irza PP	2	1	1	1	2	1	8	36
	Describing animal	1	2	1	2	1	2	9	
	Describing people	2	2	2	1	2	1	10	
	Describing things	1	1	2	2	1	2	9	
	Describing Family								
									32
15.	Aga Saputra	1	1	2	1	2	1	8	
	Describing animal	1	1	1	1	1	2	7	
	Describing people	1	1	2	1	2	1	8	
	Describing things	2	1	2	1	2	1	9	
	Describing Family								



									29
16.	Afin Ariyanto	1	1	1	1	2	1	7	
	Describing animal	1	2	1	1	1	2	8	
	Describing people	1	1	1	1	2	1	7	
	Describing things	1	1	1	1	1	2	7	
	Describing Family								
									28
17.	Agung Setiawan	2	1	1	1	1	1	7	
	Describing animal	2	1	1	1	1	1	7	
	Describing people	1	1	1	1	1	2	7	
	Describing things	1	1	1	1	1	2	7	
	Describing Family								
									29
18.	Ardhi Wibawa	2	1	1	1	2	1	8	
	Describing animal	2	1	1	1	1	1	7	
	Describing people	1	1	1	1	1	2	7	
	Describing things	1	1	1	1	1	2	7	
	Describing Family								
									41
19.	Ahmad Ro'id Dodi Saputra	1	2	2	1	2	2	10	
	Describing animal	2	2	3	2	2	3	14	
	Describing people	2	2	2	1	2	2	11	
	Describing things	1	1	1	1	1	1	6	
	Describing Family								

									31
20.	Muh Qhoirudin Hanif	2	1	1	1	2	1	8	
	Describing animal	1	2	1	1	2	2	9	
	Describing people	2	1	1	1	2	1	8	
	Describing things	1	1	1	1	1	1	6	
	Describing Family								
									34
21.	Kelik Sutan Sahri	2	1	2	1	2	1	9	
	Describing animal	1	2	1	1	2	2	9	
	Describing people	2	1	2	1	2	1	9	
	Describing things	1	1	2	1	1	1	7	
	Describing Family								
									32
22.	Ibnu Ismantoro	2	1	2	1	2	1	9	
	Describing animal	1	2	1	1	2	2	9	
	Describing people	2	1	1	1	2	1	8	
	Describing things	1	1	1	1	1	1	6	
	Describing Family								
									47
23.	Aprilianto Jaka H	3	2	2	2	2	2	13	
	Describing animal	2	2	2	2	2	2	12	
	Describing people	2	2	2	2	2	2	12	
	Describing things	2	2	2	1	2	1	10	
	Describing Family	2	1	1	1	2	1	8	

37,86957

I D : Ideas & Development

Org : Organization

Voc : Vocabulary

S S : Sentence Structure

C P : Capitalization &  
Punctuation

Spell : Spelling

**Pre test - Describing animal - (Control)**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Extremely Poor (6 - 9)	12	52.2	52.2	52.2
	2 Very Poor (> 9 - 12)	9	39.1	39.1	91.3
	3 Poor (> 12 - 15)	2	8.7	8.7	100.0
	Total	23	100.0	100.0	

**Pre test - Describing People- (Control)**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Extremely Poor (6 - 9)	14	60.9	60.9	60.9
	2 Very Poor (> 9 - 12)	6	26.1	26.1	87.0
	3 Poor (> 12 - 15)	3	13.0	13.0	100.0
	Total	23	100.0	100.0	

**Pre test - Describing Things - (Control)**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Extremely Poor (6 - 9)	11	47.8	47.8	47.8
	2 Very Poor (> 9 - 12)	11	47.8	47.8	95.7
	3 Poor (> 12 - 15)	1	4.3	4.3	100.0
	Total	23	100.0	100.0	

**Pre test - Describing Family - (Control)**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Extremely Poor (6 - 9)	18	78.3	78.3	78.3
	2 Very Poor (> 9 - 12)	4	17.4	17.4	95.7
	3 Poor (> 12 - 15)	1	4.3	4.3	100.0
	Total	23	100.0	100.0	

**Pre test - Total - (Control)**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Extremely Poor (24 - 36)	13	56.5	56.5	56.5
	2 Very Poor (> 36 - 48)	9	39.1	39.1	95.7
	3 Poor (> 48 - 60)	1	4.3	4.3	100.0
	Total	23	100.0	100.0	

## Post test - Describing animal - (Control)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Extremely Poor (6 - 9)	12	52.2	52.2	52.2
	2 Very Poor (> 9 - 12)	9	39.1	39.1	91.3
	3 Poor (> 12 - 15)	2	8.7	8.7	100.0
	Total	23	100.0	100.0	

## Post test - Describing People - (Control)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Extremely Poor (6 - 9)	11	47.8	47.8	47.8
	2 Very Poor (> 9 - 12)	9	39.1	39.1	87.0
	3 Poor (> 12 - 15)	3	13.0	13.0	100.0
	Total	23	100.0	100.0	

## Post test - Describing Things - (Control)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Extremely Poor (6 - 9)	13	56.5	56.5	56.5
	2 Very Poor (> 9 - 12)	8	34.8	34.8	91.3
	3 Poor (> 12 - 15)	2	8.7	8.7	100.0
	Total	23	100.0	100.0	

## Post test - Describing Family - (Control)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Extremely Poor (6 - 9)	7	30.4	30.4	30.4
	2 Very Poor (> 9 - 12)	15	65.2	65.2	95.7
	3 Poor (> 12 - 15)	1	4.3	4.3	100.0
	Total	23	100.0	100.0	

## Post test - Total - (Control)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Extremely Poor (24 - 36)	9	39.1	39.1	39.1
	2 Very Poor (> 36 - 48)	13	56.5	56.5	95.7
	3 Poor (> 48 - 60)	1	4.3	4.3	100.0
	Total	23	100.0	100.0	



## Pre test - Describing animal - (Experiment)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Extremely Poor (6 - 9)	14	60.9	60.9	60.9
	2 Very Poor (> 9 - 12)	7	30.4	30.4	91.3
	3 Poor (> 12 - 15)	2	8.7	8.7	100.0
	Total	23	100.0	100.0	

## Pre test - Describing People - (Experiment)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Extremely Poor (6 - 9)	13	56.5	56.5	56.5
	2 Very Poor (> 9 - 12)	7	30.4	30.4	87.0
	3 Poor (> 12 - 15)	3	13.0	13.0	100.0
	Total	23	100.0	100.0	

## Pre test - Describing Things - (Experiment)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Extremely Poor (6 - 9)	12	52.2	52.2	52.2
	2 Very Poor (> 9 - 12)	10	43.5	43.5	95.7
	3 Poor (> 12 - 15)	1	4.3	4.3	100.0
	Total	23	100.0	100.0	

## Pre test - Describing Family - (Experiment)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Extremely Poor (6 - 9)	13	56.5	56.5	56.5
	2 Very Poor (> 9 - 12)	8	34.8	34.8	91.3
	3 Poor (> 12 - 15)	2	8.7	8.7	100.0
	Total	23	100.0	100.0	

## Pre test - Total - (Experiment)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Extremely Poor (24 - 36)	12	52.2	52.2	52.2
	2 Very Poor (> 36 - 48)	10	43.5	43.5	95.7
	3 Poor (> 48 - 60)	1	4.3	4.3	100.0
	Total	23	100.0	100.0	

## Post test - Describing animal - (Experiment)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Extremely Poor (6 - 9)	2	8.7	8.7	8.7
	2 Very Poor (> 9 - 12)	19	82.6	82.6	91.3
	3 Poor (> 12 - 15)	2	8.7	8.7	100.0
	Total	23	100.0	100.0	

## Post test - Describing People - (Experiment)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Extremely Poor (6 - 9)	8	34.8	34.8	34.8
	2 Very Poor (> 9 - 12)	12	52.2	52.2	87.0
	3 Poor (> 12 - 15)	3	13.0	13.0	100.0
	Total	23	100.0	100.0	

## Post test - Describing Things - (Experiment)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Extremely Poor (6 - 9)	6	26.1	26.1	26.1
	2 Very Poor (> 9 - 12)	17	73.9	73.9	100.0
	Total	23	100.0	100.0	

## Post test - Describing Family - (Experiment)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Extremely Poor (6 - 9)	6	26.1	26.1	26.1
	2 Very Poor (> 9 - 12)	16	69.6	69.6	95.7
	3 Poor (> 12 - 15)	1	4.3	4.3	100.0
	Total	23	100.0	100.0	

## Post test - Total - (Experiment)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Extremely Poor (24 - 36)	2	8.7	8.7	8.7
	2 Very Poor (> 36 - 48)	18	78.3	78.3	87.0
	3 Poor (> 48 - 60)	3	13.0	13.0	100.0
	Total	23	100.0	100.0	



Key
<i>frequency</i>
<i>row percentage</i>

Rater1_ID	Rater2_ID			Total
	1	2	3	
1	34 94.44	2 5.56	0 0.00	36 100.00
2	5 7.58	61 92.42	0 0.00	66 100.00
3	1 5.56	5 27.78	12 66.67	18 100.00
Total	40 33.33	68 56.67	12 10.00	120 100.00

Agreement	Expected Agreement	Kappa	Std. Err.	Z	Prob>Z
89.17%	42.67%	0.8110	0.0701	11.58	0.0000

Key
<i>frequency</i>
<i>row percentage</i>

Rater1_Org	Rater2_Org			Total
	1	2	3	
1	54 87.10	8 12.90	0 0.00	62 100.00
2	1 1.96	49 96.08	1 1.96	51 100.00
3	0 0.00	5 71.43	2 28.57	7 100.00
Total	55 45.83	62 51.67	3 2.50	120 100.00

Agreement	Expected Agreement	Kappa	Std. Err.	Z	Prob>Z
87.50%	45.78%	0.7694	0.0807	9.53	0.0000



Key
<i>frequency</i> <i>row percentage</i>

Rater1_Voc	Rater2_Voc			Total
	1	2	3	
1	39 88.64	5 11.36	0 0.00	44 100.00
2	2 3.13	62 96.88	0 0.00	64 100.00
3	0 0.00	4 33.33	8 66.67	12 100.00
Total	41 34.17	71 59.17	8 6.67	120 100.00

Agreement	Expected Agreement	Kappa	Std. Err.	Z	Prob>Z
90.83%	44.75%	0.8341	0.0744	11.21	0.0000

Key
<i>frequency</i> <i>row percentage</i>

Rater1_SS	Rater2_SS			Total
	1	2	3	
1	64 88.89	8 11.11	0 0.00	72 100.00
2	2 5.13	37 94.87	0 0.00	39 100.00
3	0 0.00	3 33.33	6 66.67	9 100.00
Total	66 55.00	48 40.00	6 5.00	120 100.00

Agreement	Expected Agreement	Kappa	Std. Err.	Z	Prob>Z
89.17%	46.38%	0.7980	0.0770	10.36	0.0000

Key
<i>frequency</i> <i>row percentage</i>

Rater1_CP	Rater2_CP			Total
	1	2	3	
1	30 96.77	1 3.23	0 0.00	31 100.00
2	4 5.33	71 94.67	0 0.00	75 100.00
3	0 0.00	10 71.43	4 28.57	14 100.00
Total	34 28.33	82 68.33	4 3.33	120 100.00

Agreement	Expected Agreement	Kappa	Std. Err.	Z	Prob>Z
87.50%	50.42%	0.7479	0.0735	10.18	0.0000

Key
<i>frequency</i> <i>row percentage</i>

Rater1_Spell	Rater2_Spell			Total
	1	2	3	
1	48 96.00	2 4.00	0 0.00	50 100.00
2	1 1.82	54 98.18	0 0.00	55 100.00
3	0 0.00	5 33.33	10 66.67	15 100.00
Total	49 40.83	61 50.83	10 8.33	120 100.00

Agreement	Expected Agreement	Kappa	Std. Err.	Z	Prob>Z
93.33%	41.35%	0.8853	0.0725	12.23	0.0000

## Case Summaries

	Rater1. ID	Rater1. Org	Rater1. Voc	Rater1. SS	Rater1. CP	Rater1. Spell	Rater2. ID
1	2	3	3	2	3	2	2
2	2	2	3	3	2	2	2
3	1	2	2	2	3	2	2
4	2	2	2	2	1	2	2
5	2	1	2	2	2	1	2
6	2	2	2	1	1	2	2
7	2	2	2	2	2	2	2
8	1	1	2	2	2	2	1
9	3	2	2	1	2	2	3
10	2	2	2	2	3	2	2
11	3	2	1	2	2	2	3
12	2	1	1	1	2	1	2
13	3	3	2	2	3	3	3
14	2	3	2	3	2	3	2
15	3	3	2	2	3	3	3
16	2	1	2	1	2	2	2
17	3	3	2	1	3	3	2
18	2	3	2	2	2	3	2
19	2	3	2	3	2	2	2
20	2	1	1	2	2	2	2
21	2	1	2	1	2	1	2
22	1	1	2	1	2	1	1
23	2	1	1	1	1	2	2
24	1	1	2	1	2	1	1
25	1	1	1	1	2	1	1
26	1	2	1	1	1	2	1
27	2	1	1	2	1	1	2
28	1	1	2	1	2	1	1
29	2	2	2	1	2	1	2
30	2	2	2	1	2	2	2
31	2	2	2	1	2	2	2
32	1	1	1	1	1	1	1
33	2	2	2	1	2	1	2
34	2	1	1	1	2	2	2
35	2	2	2	2	2	1	2
36	2	2	2	2	2	2	2
37	2	1	2	2	2	1	2
38	1	1	2	1	2	2	1
39	2	1	2	2	2	1	2
40	1	1	1	2	1	2	1
41	2	2	2	1	2	1	2
42	1	2	2	1	2	2	1
43	2	2	2	2	2	1	2
44	1	1	1	2	1	1	1
45	2	1	2	1	2	1	2



## Case Summaries

	Rater1. ID	Rater1. Org	Rater1. Voc	Rater1. SS	Rater1. CP	Rater1. Spell	Rater2. ID
46	1	1	2	1	2	1	1
47	2	1	2	1	2	1	2
48	3	2	2	3	2	2	3
49	2	1	1	1	1	1	2
50	1	1	1	1	1	2	1
51	2	1	1	1	1	1	2
52	2	1	1	1	1	1	2
53	2	2	2	2	2	1	2
54	1	2	2	2	1	2	1
55	2	2	2	2	2	1	2
56	1	1	1	1	1	2	1
57	2	1	2	1	2	1	1
58	2	1	1	1	1	2	1
59	2	1	2	1	2	1	1
60	2	1	2	1	2	1	2
61	2	1	1	1	2	1	1
62	1	2	1	1	1	2	1
63	2	1	1	1	2	1	1
64	1	1	1	1	1	2	1
65	2	1	1	1	1	1	2
66	2	1	1	1	1	1	2
67	1	1	1	1	1	2	1
68	1	1	1	1	1	2	1
69	2	1	1	1	2	1	2
70	2	1	1	1	1	1	2
71	1	1	1	1	1	2	1
72	1	1	1	1	1	2	1
73	3	2	2	1	2	2	1
74	2	2	3	2	2	3	2
75	3	2	2	1	2	2	2
76	1	1	1	1	1	1	1
77	2	1	1	1	2	1	2
78	1	2	1	1	2	2	1
79	2	1	1	1	2	1	2
80	1	1	1	1	1	1	1
81	2	1	2	1	2	1	2
82	1	2	1	1	2	2	1
83	2	1	1	1	2	1	2
84	1	1	1	1	1	1	1
85	2	1	2	1	2	1	2
86	1	2	1	1	2	2	1
87	2	1	1	1	2	1	2
88	1	1	1	1	1	1	1
89	3	2	2	2	3	2	3
90	2	2	2	2	3	3	2

## Case Summaries

		Rater1. ID	Rater1. Org	Rater1. Voc	Rater1. SS	Rater1. CP	Rater1. Spell	Rater2. ID
91		3	2	2	2	3	2	2
92		2	1	2	1	2	1	2
93		2	1	2	1	2	1	2
94		1	2	2	1	2	2	1
95		2	1	2	1	2	2	2
96		2	1	1	1	2	1	2
97		2	1	2	1	2	1	2
98		1	2	2	1	2	2	1
99		2	1	2	1	2	1	2
100		3	2	2	3	2	2	3
101		2	2	3	2	3	2	2
102		1	2	2	2	3	3	1
103		2	2	3	2	3	2	2
104		2	1	2	1	2	1	2
105		3	2	3	3	2	3	3
106		2	2	3	3	2	3	2
107		3	2	3	3	2	3	3
108		1	1	1	1	1	2	1
109		3	2	2	2	2	2	3
110		2	2	3	2	2	3	2
111		3	2	2	2	2	2	3
112		1	1	1	1	1	2	2
113		2	2	2	2	3	2	2
114		1	2	3	2	2	3	1
115		2	2	2	2	3	2	2
116		3	2	3	3	2	3	3
117		3	2	2	2	2	2	2
118		2	2	3	2	2	3	2
119		3	2	2	2	2	2	2
120		1	1	1	1	1	2	1
Total	N	120	120	120	120	120	120	120

## Case Summaries

	Rater2. Org	Rater2. Voc	Rater2. SS	Rater2. CP	Rater2. Spell
1	2	2	2	2	2
2	2	2	2	2	2
3	2	2	2	2	2
4	3	2	2	1	1
5	1	2	2	2	1
6	2	2	2	1	2
7	2	2	2	1	2
8	2	2	2	2	2
9	2	2	1	2	2
10	2	2	2	2	2
11	2	1	2	2	2
12	1	1	2	2	1
13	2	2	2	2	3
14	3	2	3	2	2
15	2	2	2	2	3
16	1	2	1	2	2
17	2	2	1	3	2
18	3	2	2	2	2
19	2	2	2	2	2
20	1	1	2	2	2
21	1	2	1	2	1
22	1	2	1	2	1
23	1	1	1	1	2
24	1	2	1	2	1
25	1	2	1	2	1
26	2	2	1	1	2
27	2	1	2	1	1
28	1	2	1	2	1
29	2	2	1	2	1
30	2	2	1	2	2
31	2	2	1	2	2
32	1	1	1	1	1
33	2	2	1	2	1
34	1	1	1	2	2
35	2	2	2	1	1
36	2	2	2	1	2
37	1	2	2	2	1
38	1	2	1	1	2
39	1	2	2	2	1
40	1	1	2	1	2
41	2	2	2	2	1
42	2	2	2	2	2
43	2	2	2	2	1
44	1	1	2	2	1
45	2	2	2	2	2



## Case Summaries

	Rater2. Org	Rater2. Voc	Rater2. SS	Rater2. CP	Rater2. Spell
46	2	2	1	2	2
47	1	2	2	2	1
48	2	2	3	2	2
49	1	1	2	1	1
50	1	1	1	1	2
51	1	1	2	1	1
52	1	1	1	1	1
53	1	1	1	2	1
54	2	1	2	1	2
55	2	2	1	2	1
56	1	1	1	1	2
57	1	2	1	2	1
58	1	1	1	1	2
59	1	2	1	2	1
60	1	2	1	2	1
61	1	1	1	2	1
62	2	1	1	1	2
63	1	1	1	2	1
64	1	1	1	1	2
65	1	1	1	1	1
66	1	1	1	1	1
67	1	1	1	1	2
68	1	1	1	1	2
69	1	1	1	2	1
70	1	1	1	1	1
71	1	1	1	1	2
72	1	1	1	1	2
73	2	2	1	2	2
74	2	3	2	2	3
75	2	2	1	2	2
76	1	1	1	1	1
77	1	1	1	2	1
78	2	1	1	2	2
79	1	1	1	2	1
80	1	1	1	1	1
81	1	2	1	2	1
82	2	1	1	2	2
83	1	2	1	2	1
84	1	2	1	1	1
85	1	2	1	2	1
86	2	1	1	2	2
87	1	1	1	2	1
88	1	1	1	1	1
89	2	2	2	2	2
90	2	2	2	2	2

## Case Summaries

		Rater2. Org	Rater2. Voc	Rater2. SS	Rater2. CP	Rater2. Spell
91		2	2	2	2	2
92		1	2	1	2	1
93		1	2	1	2	1
94		2	2	1	2	2
95		1	2	1	2	2
96		2	1	1	2	1
97		1	2	1	2	1
98		2	2	1	2	2
99		2	2	1	2	1
100		2	2	3	2	2
101		2	3	2	3	2
102		2	2	2	3	3
103		2	3	2	3	2
104		2	2	1	2	1
105		2	3	3	2	3
106		2	3	3	2	3
107		2	3	3	2	3
108		2	1	1	1	2
109		2	2	2	2	2
110		2	3	2	2	3
111		2	2	2	2	2
112		1	2	1	1	2
113		2	2	2	2	2
114		2	2	2	2	3
115		2	2	2	2	2
116		2	3	2	2	3
117		2	2	2	2	2
118		2	2	2	2	2
119		2	2	2	2	2
120		1	1	1	1	2
Total	N	120	120	120	120	120



## Descriptive Statistics - Pre test

Kelas		Describing animal	Describing People	Describing Things	Describing Family	Total
1 Experiment	N	23	23	23	23	23
	Sum	219	226	221	205	871
	Mean	9.52	9.83	9.61	8.91	37.87
	Std. Deviation	2.020	2.269	1.971	2.521	7.812
	Median	9.00	9.00	9.00	9.00	36.00
	Minimum	7	7	7	6	28
	Maximum	14	14	14	14	53
2 Control	N	23	23	23	23	23
	Sum	220	223	221	189	853
	Mean	9.57	9.70	9.61	8.22	37.09
	Std. Deviation	1.996	2.183	1.924	1.976	6.882
	Median	9.00	9.00	10.00	8.00	34.00
	Minimum	7	7	7	6	28
	Maximum	14	14	14	14	52
Total	N	46	46	46	46	46
	Sum	439	449	442	394	1724
	Mean	9.54	9.76	9.61	8.57	37.48
	Std. Deviation	1.986	2.203	1.926	2.267	7.290
	Median	9.00	9.00	9.50	8.00	35.00
	Minimum	7	7	7	6	28
	Maximum	14	14	14	14	53

## Descriptive Statistics - Post test

Kelas		Describing animal	Describing People	Describing Things	Describing Family	Total
1 Experiment	N	23	23	23	23	23
	Sum	254	249	244	240	987
	Mean	11.04	10.83	10.61	10.43	42.91
	Std. Deviation	1.224	1.775	1.500	1.805	4.284
	Median	11.00	12.00	11.00	11.00	42.00
	Minimum	8	8	8	6	36
	Maximum	13	14	12	14	51
2 Control	N	23	23	23	23	23
	Sum	224	226	218	232	900
	Mean	9.74	9.83	9.48	10.09	39.13
	Std. Deviation	2.137	2.081	2.372	1.676	5.554
	Median	9.00	10.00	9.00	10.00	38.00
	Minimum	7	7	6	6	32
	Maximum	14	14	14	13	52
Total	N	46	46	46	46	46
	Sum	478	475	462	472	1887
	Mean	10.39	10.33	10.04	10.26	41.02
	Std. Deviation	1.844	1.978	2.043	1.731	5.264
	Median	10.50	10.00	10.00	10.00	41.00
	Minimum	7	7	6	6	32
	Maximum	14	14	14	14	52













Variable	Pre test
Select	Kelompok Eksperimen

Sample size	23
Lowest value	28.0000
Highest value	53.0000
Arithmetic mean	37.8696
95% CI for the mean	34.4914 to 41.2477
Median	36.0000
95% CI for the median	31.0000 to 44.7934
Variance	61.0277
Standard deviation	7.8120
Relative standard deviation	0.2063 (20.63%)
Standard error of the mean	1.6289
Coefficient of Skewness	0.3797 (P=0.4080)
Coefficient of Kurtosis	-1.3568 (P=0.1589)
Chi-square test for Normal distribution	accept Normality (P=0.0779) (Chi-square=6.8189 DF=3)

Variable	Pre test
Select	Kelompok Kontrol

Sample size	23
Lowest value	28.0000
Highest value	52.0000
Arithmetic mean	37.0870
95% CI for the mean	34.1112 to 40.0628
Median	34.0000
95% CI for the median	32.0000 to 41.7934
Variance	47.3557
Standard deviation	6.8816
Relative standard deviation	0.1856 (18.56%)
Standard error of the mean	1.4349
Coefficient of Skewness	0.5518 (P=0.2359)
Coefficient of Kurtosis	-0.8131 (P=0.3095)
Chi-square test for Normal distribution	accept Normality (P=0.2209) (Chi-square=4.405 DF=3)



Variable	Post test
Select	Kelompok Eksperimen
Sample size	23
Lowest value	36.0000
Highest value	51.0000
Arithmetic mean	42.9130
95% CI for the mean	41.0603 to 44.7657
Median	42.0000
95% CI for the median	41.0000 to 46.3967
Variance	18.3557
Standard deviation	4.2844
Relative standard deviation	0.09984 (9.98%)
Standard error of the mean	0.6934
Coefficient of Skewness	0.3769 (P=0.4114)
Coefficient of Kurtosis	-0.6414 (P=0.3820)
Chi-square test for Normal distribution	accept Normality (P=0.0779) (Chi-square=6.819 DF=3)

Variable	Post test
Select	Kelompok Kontrol
Sample size	23
Lowest value	32.0000
Highest value	52.0000
Arithmetic mean	39.1304
95% CI for the mean	36.7287 to 41.5321
Median	38.0000
95% CI for the median	35.0000 to 42.3967
Variance	30.8458
Standard deviation	5.5539
Relative standard deviation	0.1419 (14.19%)
Standard error of the mean	1.1581
Coefficient of Skewness	0.6124 (P=0.1910)
Coefficient of Kurtosis	-0.3302 (P=0.5566)
Chi-square test for Normal distribution	accept Normality (P=0.4128) (Chi-square=2.866 DF=3)



## T-Test

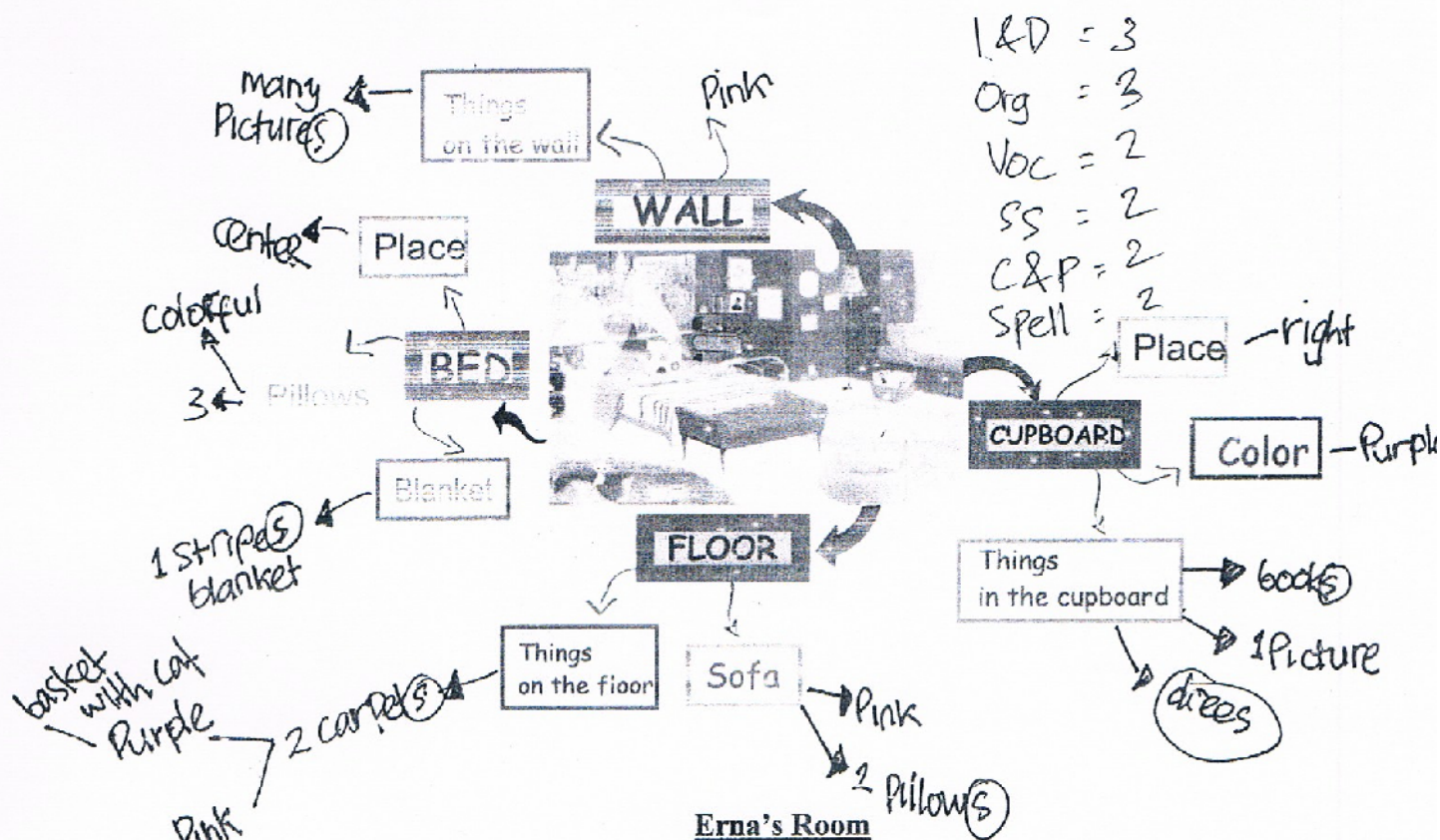
## Group Statistics

	Kelas	N	Mean	Std. Deviation	Std. Error Mean
Pre test - Total	1 Experiment	23	37.87	7.812	1.629
	2 Control	23	37.09	6.882	1.435
Post test - Total	1 Experiment	23	42.91	4.284	.893
	2 Control	23	39.13	5.554	1.158
Peningkatan	1 Experiment	23	5.04	4.597	.959
	2 Control	23	2.04	3.674	.766

## Independent Samples Test

		F Test		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Pre test - Total	Equal variances assumed	1.289	.274	.361	44	.720	.783	2.171	-3.592	5.158
	Equal variances not assumed			.361	43.311	.720	.783	2.171	-3.594	5.160
Post test - Total	Equal variances assumed	1.680	.110	2.586	44	.013	3.783	1.463	.835	6.730
	Equal variances not assumed			2.586	41.336	.013	3.783	1.463	.830	6.736
Peningkatan	Equal variances assumed	1.566	.145	2.445	44	.019	3.000	1.227	.527	5.473
	Equal variances not assumed			2.445	41.960	.019	3.000	1.227	.524	5.476

Make a descriptive text from the picture of "Erna's room" mind mapping.



This is Erna's room. Her favorite color is pink. That is why the color of her room's wall is pink. There are many pictures on the wall.

There is one cupboard in the room. The color is purple.

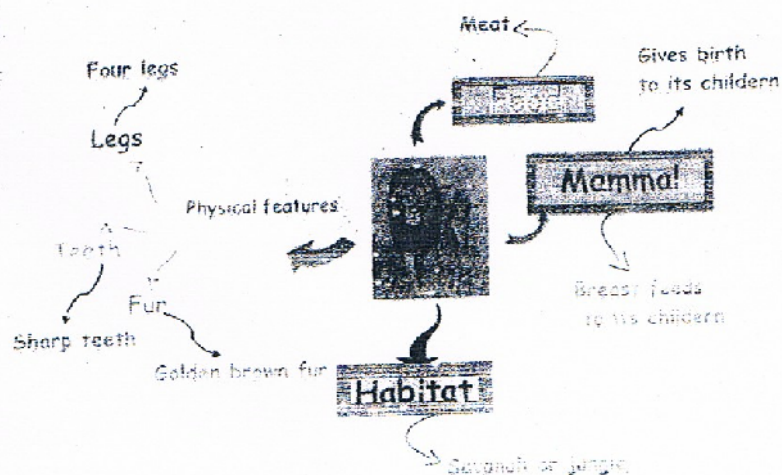
On the cupboard there are 1 book, 1 picture, 1 picture, many dresses.

The cupboard place is in the right. On the bed many pillows and 1 striped blanket 1 colorful pillow. The bed place is in the center.

on the Floor 1 pink carpet and 1 purple. Pink carpet with book are Purple carpet with cat. 1 Pink sofa and 2 pillows on sofa.

Nama : Irawati  
Kelas : VIII C





### Benny the Lion

Benny is a lion in Gembiraloka zoo. It is a male lion.

He live in Gembiraloka zoo. <sup>In the</sup> real habitat is savannah or jungle.

Color of his fur is golden brown fur. <sup>are</sup> He teeth sharp teeth. <sup>I</sup> at he e

meat. ~~eat~~ He legs have four legs. ~~Male~~ Lion is mammal.

Mammal gives birth to its children and breast feeds to its children.

nama : Afim Ariyanto  
kelar : VIII C

1&D = 3

Org = 2

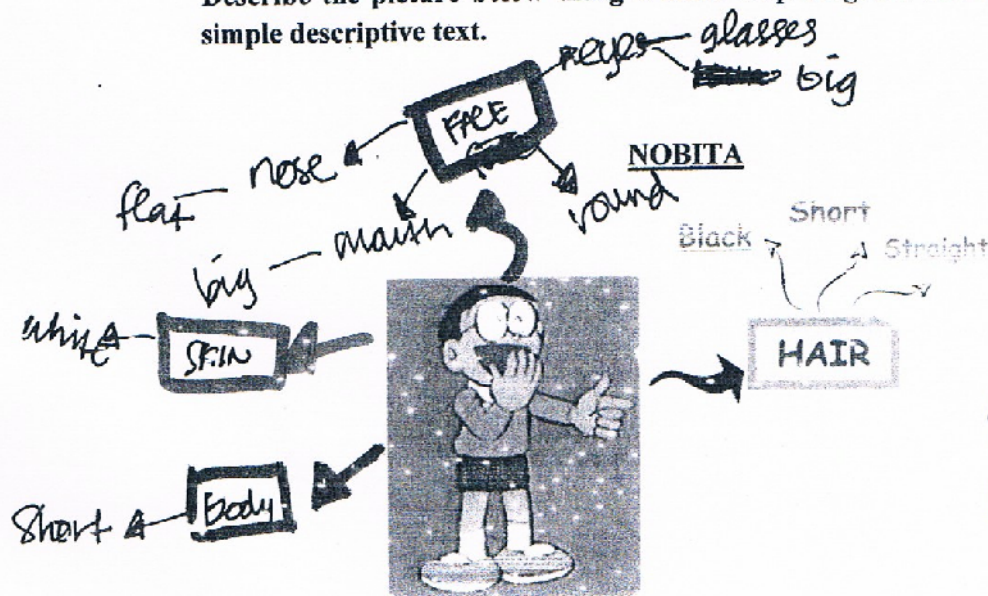
Voc = 2

SS = 2

C&P = 2

spell = 2

Describe the picture below using a mind map diagram then make it into a simple descriptive text.



I&amp;D : 1

Org : 2

Voc : 2

SS : 2

C&amp;P : 3

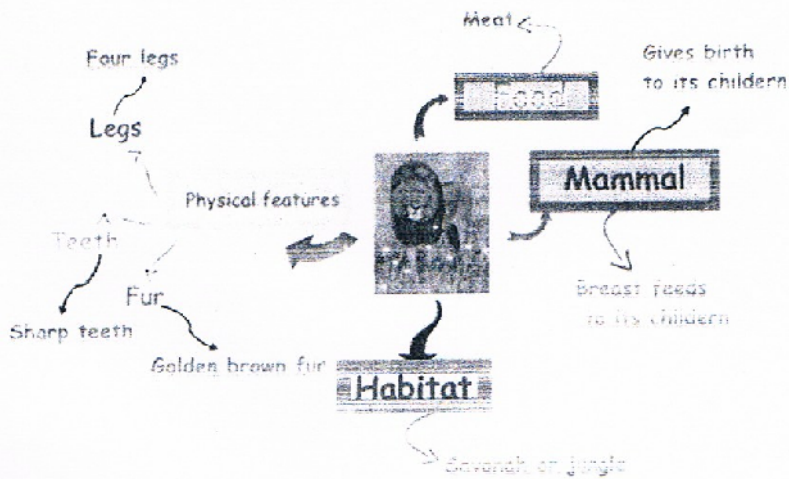
Spell : 3

This is a picture of Nobita. He is a famous cartoon character from Japan which has very well known all over the world. He has unique physical features. <sup>are</sup> His hair is short, black and straight. <sup>is</sup> His face round. <sup>are</sup> His eyes big and use glasses. <sup>is</sup> His nose flat. <sup>is</sup> His skin white. His mouth is big.

Nama : Agung Setiawan

Kelas : VII C





### Benny the Lion

Benny is a lion in Gembiraloka zoo. It is a male lion.

he live in Gembiraloka zoo. His real habitat in savannah are or jungle. <sup>the</sup> color of his fur golden brown. His teeth sharp teeth. (His legs four legs. He eat meat. Lion is mammal, breast feeds to its children, gives birth to its children).

Nama : Kerna Wulandati

Kelas : VIII C

LD : 3

Org : 2

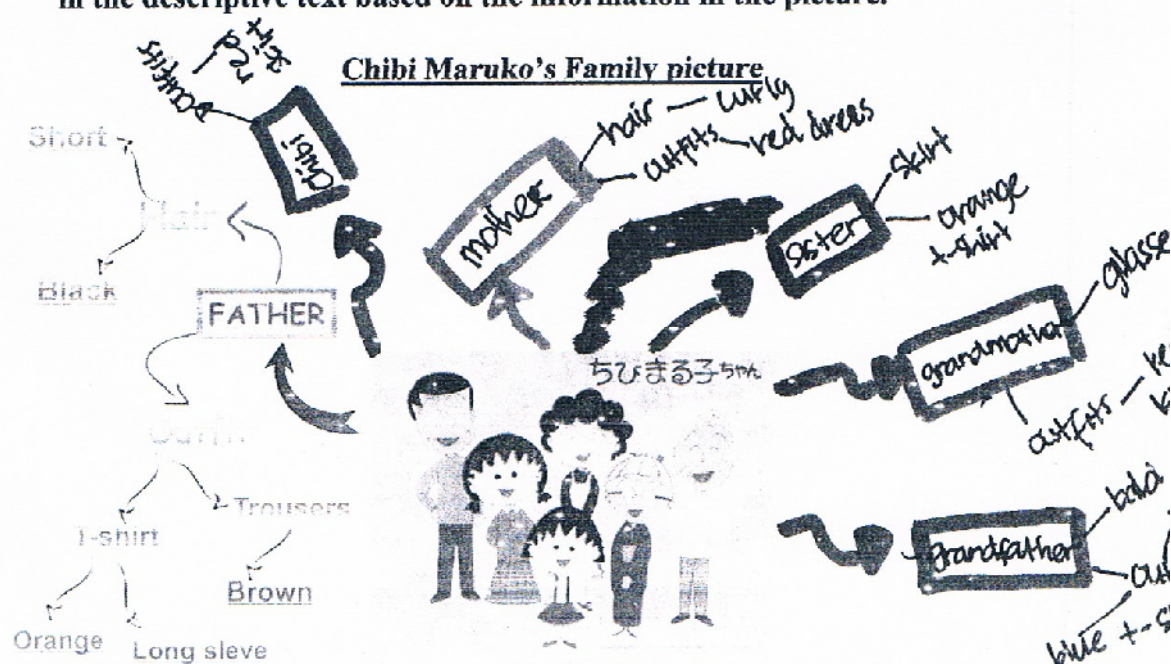
Voc : 2

SS : 2

C&P : 2

Spell : 2

- A. Complete the mind map diagram of the picture, and then fill the blanks in the descriptive text based on the information in the picture.



This is Chibi Maruko's family picture. It is her favorite picture because all family members are in the picture. The first person from the left is Chibi's father. He



















KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN  
UNIVERSITAS NEGERI YOGYAKARTA  
**FAKULTAS BAHASA DAN SENI**

Alamat: Karangmalang, Yogyakarta 55281 ☎ (0274) 550843, 548207 Fax. (0274) 548207  
http://www.fbs.uny.ac.id//

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FRM-FBS/33-01  
10 Jan 2011

Nomor : 1252d/UN.34.12/PP/X/2012  
Lampiran : 1 Berkas Proposal  
Hal : **Permohonan Izin Penelitian**

22 Oktober 2012

Kepada Yth.  
Ketua Majelis Dikdasmen PDM Sleman  
di Jl. Magelang KM.7 Jombor Sinduadi Mlati  
Yogyakarta

Kami beritahukan dengan hormat bahwa mahasiswa kami dari Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta bermaksud akan mengadakan **Penelitian** untuk memperoleh data guna menyusun Tugas Akhir Skripsi (TAS)/Tugas Akhir Karya Seni (TAKS)/Tugas Akhir Bukan Skripsi (TABS), dengan judul :

*Effectiveness of Mind Mapping as a Media to Improve Students' Writing Ability of the English Eight Grade Students at SMP Muhammadiyah 1 Seyegan Sleman, Yogyakarta in the Academic Year 2012/2013*

Mahasiswa dimaksud adalah :

Nama : MASFAUATIN SHOLIKHAH  
NIM : 05202244111  
Jurusan/ Program Studi : Pendidikan Bahasa Inggris  
Waktu Pelaksanaan : Oktober – Desember 2012  
Lokasi Penelitian : SMP Muhammadiyah 1 Seyegan

Untuk dapat terlaksananya maksud tersebut, kami mohon izin dan bantuan seperlunya.

Atas izin dan kerjasama Bapak/Ibu, kami sampaikan terima kasih.

a.n. Dekan  
Kasubag. Pendidikan FBS,  
  
Ine Tajudin Ukami, S.E.  
NIP. 19670704 199312 2 001

Tembusan:  
Kepala SMP Muhammadiyah 1 Seyegan





KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN  
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Kepala SMP Muhammadiyah 1 Seyegan Sleman  
Di Sleman - Yogyakarta

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Kepala Bidang Pendidikan FBS,

Indira Pratiwi Utami, S.E.

NIP 19670704 199312 2 001